

# Dickinson

1999-2000

# DIRECTIONS FOR CORRESPONDENCE

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# ACCREDITATION

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The principal accrediting agency for the College is the Middle States Association of Colleges and Secondary Schools. Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, and the American Chemical Society.

Production of this bulletin is under the direction of the Office of Academic Affairs. Information given here is correct as of the date of publication. Unexpected changes may occur during the academic year; therefore, the listing of a course or program in this catalogue does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

*Dickinson College is an intellectual and social community which values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the College to respect pluralism and to promote tolerance, civility, and mutual understanding within its community. The College does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, national and ethnic origins, veteran's status, or disability.*



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1999-2000 BULLETIN

# DICKINSON COLLEGE

CARLISLE, PENNSYLVANIA

17013-2896

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The distinctive Dickinson College seal was devised and recommended by John Dickinson and Dr. Benjamin Rush at a board of trustees meeting in April 1784. Rush conceived the symbolic design: a liberty cap above a telescope, which is in turn above an open book; and Dickinson provided the motto: *Pietate et doctrina tuta libertas*. One translation is "Liberty made safe by virtue and learning." A Rush letter to Dickinson in June of 1785 refers to the College as the "bulwark of liberty, religion and learning."

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ANNUAL ISSUE

VOLUME LXXXIX





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# HISTORY OF THE COLLEGE

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The citizens of frontier Carlisle founded a grammar school in 1773 on land donated by Thomas and John Penn, but classes were temporarily suspended when the first schoolmaster went off to serve at Valley Forge. With an optimism buoyed by colonial independence, Philadelphia physician Benjamin Rush argued that the fledgling grammar school should be transformed into a college that would be “a source of light and knowledge to the western parts of the United States,” to the wilderness lands stretching west from the Susquehanna River. John Dickinson, the governor of Pennsylvania and drafter of the Articles of Confederation, was persuaded by this argument, and on September 9, 1783, a charter was approved by the “Representatives of the Freemen of the Commonwealth of Pennsylvania.” The new college, founded by Presbyterians but with an independent Board of Trustees, was dedicated to “the instruction of Youth in the learned languages” and in the “useful arts, Sciences, and Literature.”

Charles Nisbet, a Calvinist minister from Scotland, was the first Principal of the College. His insistence on rationality and high standards of learning set the tone for Dickinson in its early years, and encouraged the founding of two of the nation’s oldest continuing literary societies, the Belles Lettres in 1786 and the Union Philosophical in 1789. Chief Justice Roger Brooke Taney and President James Buchanan were among their early student members. The College’s first permanent building, Old West, was completed in 1804. It was designed by Benjamin Latrobe, the architect of the Capitol building in Washington, and was crowned by a weathervane replica of a classical sea deity. This deity was rendered by a local coppersmith in the form of a buxom mermaid which has ever since been one of the distinctive symbols of this otherwise inland campus.

In the early 19th century, the dour traditionalism of President Atwater clashed with the Jeffersonian radicalism of Thomas Cooper, who made it possible for the College to purchase his late friend Joseph Priestley’s scientific apparatus. Because of these controversies, Dickinson fell on hard times until 1834 when it came under the sponsorship of Methodists, regaining educational vitality through the leadership of its new president, John Price Durbin. During the Civil War, Dickinson sent her sons to fight on both sides, hopeful “that college loyalties would bind where civil strife separated.”

In the years after the war, Dickinson leavened its abiding commitment to liberal education with a number of interesting innovations. The College became coeducational in 1884 in response to the courage of its first woman student, Zatae Longsdorf. The law department, inaugurated in 1833, became the Dickinson School of Law in 1890 and, since 1917, has been independent from the College. Dickinson introduced elective courses for its students, and under President George Reed fashioned for a time a Department of Peace and Public Service. Following World War I, James Henry Morgan presided over a new educational experiment which required students to graduate with a major field of concentration as a part of their general baccalaureate.

Since 1960, under the leadership of Presidents Howard L. Rubendall, Samuel Alston Banks, A. Lee Fritschler, and now Bill Durden, Dickinson College has developed a dynamic and diverse curriculum of the liberal arts. Strong disciplinary programs have cooperated in fostering a range of interdisciplinary and area studies opportunities. This in turn has led to strengths in international education, the natural and mathematical sciences, the arts, and pre-professional preparation. The curriculum has been further enriched by such programs as freshman seminars, internships, and cooperative student-faculty research.

Dickinson’s gray-walled campus has always served as a park and playing field for students, its history punctuated by major fires, by the bivouac of a Confederate Army in 1863, by the parade drill of soldiers in 1917 and 1942. For a time, professors and students cultivated cabbages and onions on the academic quad. Today classes are often held on the campus grass in spring and summer weather, and Commencement ceremonies occur by “the old stone steps” of Old West.



# INFORMATION ABOUT DICKINSON

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**Character** A nationally recognized selective liberal-arts college—private, coeducational and residential

**History** Founded in 1773; one of 37 revolutionary colleges and 15th oldest in the nation; named in honor of John Dickinson, the penman of the American Revolution and a signer of the Constitution

**Location** Carlisle, a historic town in south central Pennsylvania; part of the metropolitan region of Harrisburg, the state capital (regional population 490,000)

**Enrollment** 1,844 full-time students representing 43 states and 21 foreign countries

**Faculty** 185 faculty members, 97 percent holding Ph.D.s or the highest degree in their field

**Student-Faculty Ratio** 10:1

**Average Class Size** 15 students

**Degrees Granted** Bachelor of Arts and Bachelor of Science (35 majors)

**Academic Options** Double majors, self-developed majors, independent research, internships, ROTC

**Study Abroad** Dickinson-sponsored centers and programs in ten countries; many additional specialized options for off-campus and international study, approximately half of all Dickinson students participate

**Financial Aid** In 1998-1999, Dickinson awarded over \$18 million in grants; 73 percent of students received merit or need-based awards

**Recreation** 87 percent of the class of 2002 returned as sophomores; 74 percent of the class graduated in four years

## Curricular Features

*Freshman Seminar* A small class taken with the professor who will serve as adviser during freshman year

*3-3 Law Degree Program* A cooperative agreement between the College and the Dickinson School of Law of the Pennsylvania State University that allows students the opportunity to complete bachelor's and law degrees in six years

*Teachers for Tomorrow* An initiative that includes a \$20,000 grant for Dickinsonians who complete teacher certification and teach for four years within six years of graduation

*The Clarke Center* Events, speakers, and courses that bring together different fields of study and address contemporary issues; field experience for students

**Library** New Waidner Library opened in 1998; 452,632 volumes, 1759 current periodicals, plus an extensive collection of government documents, microfiche, microfilm, music recordings, and videotapes

**Computers** Three DEC Alpha machines; Macintosh and IBM-compatible microcomputers and terminals in seven open facilities for student use, plus terminals and computers in individual compartments; all student rooms have campus network connections, including cable television

**Residential Facilities** 53 residence halls, including housing for students with special interest such as foreign languages, multicultural affairs, the arts, and the environment

**Athletics** A member of the Centennial Conference (NCAA Division III); 11 men's and 11 women's varsity sports, plus club and intramural sports

**Extracurricular Features** More than 125 clubs and activities, including music and drama groups, student publications, fraternities and sororities, and religious, political, special-interest, and community service organizations





# ADMISSION

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## FRESHMAN AND TRANSFER STUDENTS

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Colleges are like people; they are all different from each other. No one college is right for every individual and no one person is right for every college. The admissions staff seeks to identify students who will benefit from the educational programs provided at Dickinson and whose goals are in harmony with the aims of a liberal arts education. Aware that students from various social, ethnic, and economic backgrounds contribute to the richness of campus life, Dickinson welcomes applications for admission from a diverse group of persons. The College is looking for students who will be actively engaged in their education in every way.

Professional admissions representatives, who are sensitive to the character of the Dickinson community and the qualifications and needs of applicants, make the admissions decisions at Dickinson. While computers are useful for research and the storage of data, they have no place in determining who is finally selected. People make decisions about people at Dickinson. We seek to understand each applicant as a unique person with individual characteristics, background, interests, talents, needs, goals, and preparation for college. There is no automatic formula that guarantees admission to Dickinson, although all accepted candidates must be well-qualified. Each person's application for admission and credentials are read a minimum of three times by the admissions staff before a final decision is made. This is done in order to assure fairness both to the applicant and to the College.

Admission to Dickinson is highly competitive. Dickinson students are intelligent, well-prepared, and personable. Many factors are considered both individually and as a whole in the admissions process in order to gain a comprehensive impression of the applicant's personal and academic qualifications for Dickinson. The primary credentials are (1) the secondary school academic record, (2) the official recommendation of one's secondary school guidance counselor, college adviser, headmaster, or principal, plus two recommendations from teachers with whom you have studied academic subjects, (3) the application form itself, including the essay, (4) extracurricular activities, and (5) SAT I or ACT scores, which are optional for September 2000.

The secondary school record is the most important element. We look at grades, the quality of courses taken in order to achieve those grades, the class rank and how it is computed (is the student given recognition for taking the tougher courses offered by his or her school?), and the quality of the school from which the student is applying. Dickinson admissions representatives visit over 600 secondary schools throughout the United States each year in order to gain a more comprehensive appreciation of each school and its people. In predicting academic success in college, we believe that there is no substitute for high grades earned in solid courses from a good secondary school. Such academic performance measures not only academic preparation for college but also the student's motivation, study habits, self-discipline, and desire to learn.

Although SAT I and ACT results can be helpful, they have never been the most important factor in the admissions process. These tests are not designed to measure motivation to learn, personal character, and citizenship qualities, all of which are important factors in our decisions. Further, students with strong academic credentials are often discouraged from applying to highly selective institutions because they anticipate they will perform poorly on standardized tests or believe (or are told) they have scores which would eliminate them from being competitive at such colleges. For these reasons, the submission of SAT I or ACT scores is optional for September 2000.

The official recommendation from the applicant's secondary school is prominent in the selection procedure as are the two academic teacher recommendations. Additional letters of recommendation also are considered in our review process, although they are not required.

Dickinson seeks to create a sense of community in which the students are active participants. The admis-



sions staff has a responsibility to admit students who will make positive contributions to that community. We seek people who have demonstrated their willingness to participate in school, family, or community activities. We look for students who have made a commitment to something for which they have had to assume responsibility and from which they have grown. What is important is not the number of activities with which an applicant has been involved but rather the quality of participation in them.

As a liberal arts college, Dickinson is committed to breadth as well as depth of quality in its curriculum. We believe that a student should have the opportunity to explore different aspects of the curriculum before declaring a major. We do not expect our applicants, as seniors in high school, to know precisely what they want to major in or what they plan to do with the rest of their lives. Learning how to make such choices wisely is what Dickinson's four-year liberal arts education is all about.

Because colleges are different from each other, we believe that it is very important for prospective students to visit Dickinson in order to acquire an impression of our philosophy of education, sense of community, and people. A personal interview is seen as an opportunity for the prospective student to gain information about the Dickinson community and insight into it. Rarely is the interview used as a screening device in the selection process.

The policy of the College is to enroll a freshman class by selecting the most qualified candidates in its applicant pool. Dickinson College is an intellectual and social community which values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the College to respect pluralism and to promote tolerance, civility, and mutual understanding within its community. The College does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, national and ethnic origins, veteran's status, or disability.

Dickinson is a member of the National Association for College Admission Counseling and subscribes to its Statement of Principles of Good Practice.

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## STUDENTS WITH PHYSICAL AND LEARNING DISABILITIES

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Dickinson College is firmly committed to the principle of providing accommodation for disabled students. Dickinson fully supports the intent of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990. To obtain information about documentation required to establish a disability or information about services available to students with physical or learning disabilities, please contact the Coordinator of Services for Students with Disabilities in the Office of Counseling and Disability Services.

A campus visit is recommended for all prospective students, especially those with physical and learning disabilities. Prospective students needing accommodation during a campus visit are encouraged to inform the College of their needs before arriving for their visit. As part of a campus visit, students with disabilities may schedule an appointment with the Coordinator of Services for Students with Disabilities.

The student with a physical or learning disability who is thinking about applying to Dickinson College has a right and responsibility to study the College's distribution requirements from which no Dickinson student is exempted. Dickinson operates on a sincere belief that careful choice within its curriculum is better for any student than exemption. The requirements for the degree may be met in a variety of ways, making it unnecessary for students to expect exemption on the basis of disability (see page 19).

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## FRESHMAN ADMISSION REQUIREMENTS

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A completed application form, including the secondary school report form to be completed by the guidance counselor, college adviser, headmaster, or principal, must be sent to the Office of Admissions by the appropriate deadline (see chart on page 12). A non-refundable \$40 application fee is required at the time the application is submitted.



The Minimum Requirement for Entrance is the satisfactory completion of a secondary school program of at least 16 units, including four units of English, two (preferably three) units of one foreign language, three units of natural science, two units of social science, and three units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements.

## STANDARDIZED TEST REQUIREMENTS

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Submission of results from the Scholastic Assessment Test (SAT I) or the American College Test (ACT) is optional for September 2000.

SAT II Subject Test scores are not required for admission to Dickinson. If students wish to satisfy a prerequisite requirement or place into a higher level course (such as foreign language), they should plan to take a subject test or Advanced Placement Test. On the basis of this testing, or in some cases additional testing during orientation, the student will then be placed at the appropriate course level. Those students interested in majoring in the sciences or in math are encouraged to take the Math Level IC or IIC College Board Subject Test in addition to other subject tests.

Subject test scores submitted prior to the evaluation of a person's application may support the application in cases where strong achievement potential is suggested, but in no case will these test results adversely affect the final decision on the application.

## INTERNATIONAL STUDENT ADMISSION

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Dickinson College encourages those international students to apply for admission who have successfully completed their secondary school requirements and whose knowledge of the English language (as indicated by their scores on the TOEFL examination—the Test of English as a Foreign Language, or the ELPT—the English Language Proficiency Test) is of sufficient quality to demonstrate capability in pursuing a collegiate program. For international students a score of 213 is required, and a score of 250 is preferred, on the TOEFL computer-based exam. A score of 550 is required, and a score of 600 is preferred, on the TOEFL paper-based exam or ELPT.

The College maintains a small international student financial aid budget to assist international students who wish to study as four-year degree candidates. In most cases, if a prospective student and his/her family are not able to cover the full costs of attending Dickinson, we must discourage the person's application.

## ADVANCED CREDIT

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**Advanced Placement Program** A student who achieves a score of 4 or 5 on a College Board Advanced Placement Test will be granted *credit* for college work in the appropriate department and will receive *placement* at the discretion of the department. A student who achieves a score of 3 on the Advanced Placement Test may receive, at the discretion of the appropriate department, *credit* and/or *placement*.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally satisfy a prerequisite requirement in that department for advanced work. The repetition of a course previously received as a credit in transfer or as a placement credit will result in the loss of credit for that course.

**Other Credit** Incoming freshmen should contact the registrar regarding the transferability of completed or proposed college credit. College-level course work (other than A.P.) taken while in high school will be evaluated according to the following criteria: (1) must be listed on an official transcript of an accredited institution; (2) must be a minimum of 3 credit hours; (3) must indicate a grade of "C" or better (2.0 on a 4.0 scale); (4) must have liberal arts content; (5) must be offered in a setting which allows for interaction between student and instructor (i.e., no credit will be awarded for correspondence or one-way video courses).



**International Baccalaureate Diploma Course Credit** Students who have received the International Baccalaureate diploma will be granted general college credit for up to two higher level IB courses in which they achieve grades of 5 or better. Placement and credit in the appropriate departments will be granted at the discretion of the departments.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally serve as the prerequisite to advanced work in the department.

## INTERVIEW

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A visit to the campus for an interview or group information session is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson.

Personal interviews may be scheduled with an admissions staff representative between 9:00 a.m. and 3:15 p.m. Monday through Friday from mid-March through December.

During *January*, personal interviews may be scheduled on Monday, Wednesday, or Friday, and in *February* on Monday only. In *March* personal interviews are not available until mid-month.

Students are welcome to attend group information sessions which are conducted by professional staff members on Saturdays at 9:00 a.m. and 10:30 a.m., September through April (except January), and on Mondays, Wednesdays, and Fridays at 1:30 p.m., year round. The Office of Admissions is closed for some legal holidays and college vacations.

Students and their families should arrive no later than 15 minutes before the scheduled start of the group information session so that the session may begin promptly.

All appointments should be made well in advance of a planned visit by writing the Office of Admissions, calling 717-245-1231 or 800-644-1773, faxing at 717-245-1442, or e-mailing to [admit@dickinson.edu](mailto:admit@dickinson.edu).

## EARLY DECISION PLAN

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The College actively encourages early decision applications from students for whom Dickinson is clearly their first-choice college.

Students may apply for early decision by November 15 or January 15. Decisions for completed applications will be sent on December 15 and February 15 respectively. More details will be found on the chart on page 12.

Early decision is a service to realistic candidates because:

1. Due to the small size of the applicant pool, candidates are evaluated based on their own merits rather than in competition with other applicants.
  2. The candidates learn early in their college planning if they have been admitted to the college of their choice.
  3. Applicants not accepted may be reconsidered on an equal basis with regular applicants for admission and may ultimately be accepted for admission. However, the review committee reserves the right to inform a student that he or she is not admissible if it is determined that additional information from the senior year would not affect a final decision.
  4. Accepted early decision candidates who file timely financial aid applications are guaranteed financial aid in the amount of their need as computed by Dickinson College. Standard financial aid packages, including grant, loan, and job components, are awarded. Occasionally a parent loan is included to help meet need.
  5. In addition, ED candidates receive all the benefits of the Dickinson Grant Guarantee Plan listed below.
- NOTE:* ED candidates who are deferred and later accepted, however, will be considered for regular finan-



cial aid, not the DGG.

In addition to fulfilling the regular requirements for admission, early decision candidates *must* submit the Early Decision Agreement Form which is enclosed with the application packet.

The obligation of the accepted early decision candidate to Dickinson is to withdraw all other college applications and to submit the \$200 non-refundable enrollment deposit which is applied to the first semester tuition charges.

Early decision candidates seeking financial assistance should correspond directly with either the Office of Admissions or the Office of Financial Aid. (See page 15.)

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## THE DICKINSON GRANT GUARANTEE PLAN

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Students who are not quite ready to commit to the Early Decision Plan will want to consider an option which was new for 1996-97. The Dickinson Grant Guarantee Plan provides an early response to the application for admission and a guaranteed Dickinson Grant for four years. Notice that the deadline for filing both applications for admission and financial aid (PROFILE) is early—December 1.

The amount of the Dickinson Grant is guaranteed at least to remain constant for four years. It will not decrease in light of changing family financial characteristics. Details are outlined in the financial aid brochure.

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## EARLY ADMISSION

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A student who plans to leave secondary school prior to graduation, often a year in advance, is considered to be an early admission candidate. Such students usually have performed very well academically and have exhausted the highest level course offerings of their schools.

Applications for early admission are reviewed on an individual basis taking into consideration maturity and readiness to participate in a residential college as well as academic ability. An early admission applicant is required to have a personal interview and must have the written recommendation and approval of the secondary school counselor.

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## DEFERRED ADMISSION

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Some accepted students may wish to defer the start of their college experience until they have pursued an alternate activity for a year or two. A written request which explains why the student wishes to defer admission and also which describes the alternate activity is required. Normally, experiences which enhance a student's educational background such as overseas travel, work, or study are approved. All deferral requests are reviewed by the admissions staff on an individual basis.

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## COMMON APPLICATION

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Dickinson College, along with a select number of colleges in the United States, is a member of the Common Application. A student who completes the Common Application may submit that form to any participating college. The Common Application may be submitted in lieu of the regular Dickinson application and will be treated in the same way as the Dickinson form. Students submitting the Common Application to Dickinson should include the Supplemental Form that is mailed with the Dickinson application. For further information regarding the Common Application, prospective applicants are advised to check with their guidance counselors.



ENROLLMENT DEPOSIT CHART

Admission Category	Application Deadline	Admission Decision Notification	Enrollment Deposit Deadline
FALL SEMESTER			
Freshman Early Decision 1	November 15	December 15	Two weeks after date of acceptance
Freshman Early Decision 2	January 15	February 15	Two weeks after date of acceptance
Freshman Dickinson Grant Guarantee	December 1	Beginning December 15	The Candidates Reply Date of May 1
Freshman Regular Decision	February 1	Between March 15 and March 30 as applications are completed	The Candidates Reply Date of May 1 *
Transfer	June 1	Rolling notification as applications are completed (beginning April 1)	By May 1 if notification of acceptance is prior to April 20. After April 20 deadline is 10 days after acceptance. *
SPRING SEMESTER			
Transfer	December 1	By January 1	No later than 10 days after the date of acceptance.*

\*Accepted regular decision and transfer candidates who have applied for financial aid by the appropriate financial aid deadlines, but who have not learned of their financial aid status prior to the registration deadline, have 10 days within which to submit the enrollment deposit after receiving notification of their financial status.



## ENROLLMENT DEPOSIT

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In order to assure his or her enrollment at Dickinson College, an accepted candidate is required to submit a non-refundable \$200 enrollment deposit by the appropriate deadline. (See chart page 12) The enrollment deposit is applied automatically toward the first semester tuition charges.

## TRANSFER ADMISSION REQUIREMENTS

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Dickinson College welcomes qualified applicants with previous academic work at other accredited college-level institutions. An applicant normally will be considered for transfer admission if the person has been enrolled elsewhere as a degree candidate for the equivalent of at least two semesters prior to the term of desired enrollment at Dickinson. As a matter of definition, a candidate will be considered for transfer admission if he or she enrolled at another institution as a full-time, degree-seeking student. Dickinson has a formal transfer articulation agreement with Harrisburg Area Community College. Contact the Office of Admissions for more details.

The primary factors in the admission of transfers, in addition to those required of freshman applicants, are the college transcript, the reasons for transfer, and evidence of good academic and non-academic standing (as indicated by the Dean's Report Form or similar official statement), and one recommendation from a professor.

Previous academic work which has been satisfactorily completed with a grade of C or better (2.0 or above on a 4.0 scale) in a program of study that reasonably parallels the curriculum of Dickinson College will be evaluated for credit. Normally, the course requirement for graduation (32 courses) will be reduced proportionately for every academic year of full-time study at other accredited institutions. Part-time course work, summer study, and unusual circumstances will be evaluated on an individual basis.

Final determination of credit and the satisfaction of distribution and language requirements will be made by the registrar. Among the academic regulations applicable to all students and of particular note to transfer applicants is the graduation requirement that at least 16 courses be taken on campus, the last 12 of which must be taken while the student is matriculated with an approved major field of concentration.

## ALUMNI ADMISSIONS PROGRAM

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The Alumni Admissions Program of Dickinson College is composed of a group of alumni volunteers who provide a service to the students, parents, and high schools in their home areas. Members of the Alumni Admissions Program are most willing to provide accurate, up-to-date information about the College to all persons interested in learning more about the academic, cultural, extracurricular, and social programs available at Dickinson.

Please feel free to contact the Office of Admissions ([admit@dickinson.edu](mailto:admit@dickinson.edu), 717-245-1231, or 800-644-1773) for details.

## DICKINSON GUEST STUDENT PROGRAM

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Dickinson College welcomes qualified applicants who wish to study on a full-time, non-degree status for either one or two successive terms "in absentia" from their present colleges. This program is specifically designed for those students who wish to participate in the high-quality academic and cocurricular life of a small college community.

Application deadlines are December 1 for spring term admission consideration and August 1 for fall term admission consideration. Applicants are notified of the admission decisions on their applications on a rolling basis as the applications become complete. A \$200 non-refundable deposit is required from accepted applicants and is applied toward the first semester tuition charges.



Under special circumstances, qualified guest students may study on a part-time basis for a semester or a year. These students are placed in regular Dickinson courses on a space available basis.

For further details regarding the Guest Student Program, please write to the director of admissions.

## CONTINUING EDUCATION

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The Office of Continuing Education serves adults in the community who wish to take advantage of course work at the College that will enrich their lives and further their education. Adults interested in part-time study at the College should apply through this office. Normally, students in continuing education will have been away from the formal education process for at least a year. Registration for these students is limited to two courses each semester.

Adults may enroll in regular classes either on a credit or audit basis. Auditors attend class, read the assignments, but submit no written work, do not take examinations, and receive no academic credit. They are not seeking a degree and may continue in the program indefinitely.

Adults planning to matriculate and to earn a Dickinson degree may begin their college career in the continuing education track. They may take four courses at a special lowered tuition rate before their academic record is evaluated to determine their eligibility for regular admission. If they are admitted to degree status, they may continue to work on a part-time basis if they so desire.

Inquiries about study through continuing education should be made by calling 717-245-1315.

## HIGH SCHOOL ENRICHMENT PROGRAM

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Upon the recommendation of their guidance counselors, promising high school students may elect to enroll in up to two courses per semester at Dickinson. Information and assistance is provided by calling 717-245-1315.



# FINANCIAL INFORMATION

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## EXPENSES

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The costs of an education are of concern to students, their families, and to colleges. Dickinson has been pleased to hold the charge made to a student—tuition, room, board and fees—about 20 percent below the actual expense of that student's education. Gifts, grants, alumni contributions, bequests, and income from summer conferences help Dickinson to reduce the costs of education for every student.

Financial aid is available to many students. The College is aggressive in seeking financial aid for those who have valid needs. Financial aid comes from endowment and other college sources and from outside agencies. Further, because certain federal and state programs are broadly available, it is recommended that all prospective students and their families read the section dealing with financial aid.

## FEE STRUCTURE

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All basic expenses due to Dickinson fall into three categories: tuition, a resident fee, and miscellaneous fees. Books and supplies are additional, as are certain other expenses such as private music tuition.

The tuition fee applies to students enrolled in three or more courses per semester; students enrolled in fewer than three courses are billed on a per-course basis.

The resident fee includes room and board.

The Student Senate fee supports a wide range of social and cultural activities administered by student officers elected by the student body. The technology services fee and the health and counseling services fee cover a variety of typical student expenses.

## PAYMENT PROCEDURES AND REGULATIONS

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**Making Payment** An itemized statement of fees and charges is mailed approximately seven weeks prior to the beginning of each semester. Payment is due and must be paid in full 14 days prior to registration each semester. Accounts not settled by the due date could result in delayed registration and will be subject to a late payment fee of \$50 and a one and one-half percent per month interest charge on the unpaid balance. A transcript of a student's records will not be released if any of the student's accounts are in arrears, whether or not the student is currently enrolled. Included are accounts for education loans issued by, through or upon approval of the College.

**Payment Plans** Many families elect to put all or part of a year's costs of attendance into regular, monthly payments spread over the entire school year. Such plans help families manage college costs by putting them into a regular, monthly household budgeting system. Information on these plans is available from the Dickinson Student Accounts Office. Applications should be completed at least six weeks before the school year begins to assure the availability of funds for the fall semester.

A variety of other financing options is available to those who wish to spread the costs of a student's career at Dickinson over more than four years. Through the Federal PLUS program (Parent Loan for Undergraduate Students), parents may borrow up to the total costs for the year less any other financial aid. Applications for this federally insured, low interest loan are available from local lending institutions. The PLUS program should be investigated thoroughly before any other plan is initiated. Information is available through the College's financial aid office.

The College has created two Flexible Financing Loan programs to help families finance the cost of a Dickinson education. Plan A provides as much as \$4,000 per year (\$16,000 maximum) at a low fixed interest rate and requires repaying only the interest on the outstanding principal while the student is at



Dickinson. Plan B provides up to \$10,000 per year (\$40,000 maximum) with payment extended over as many as 13 years. The variable interest rate is established each year on July 1 at one point above the prime rate.

The two financing plans in Dickinson's Flexible Financing System make funds available to families without a computation of financial need. They are particularly attractive to parents of students who do not qualify for need-based financial aid. Parents of students who have need-based aid may also use the programs to put the family's portion of college costs into a monthly budgeting system.

Additional information about the Flexible Financing System is available from the director of financial aid. VISA/Mastercard credit card payments on student accounts will be accepted beginning Fall 1999.

**Dickinson College Refund Policy** The College has adopted for all students the refund policies prescribed by the U.S. Department of Education for students receiving federal financial aid. If a student withdraws from the College on or before the first day of classes, all money paid by or on behalf of the student, with the exception of the enrollment deposit, will be fully refunded. If the student is a recipient of financial aid, all financial aid programs will be fully refunded as well.

Students withdrawing during their first semester of attendance at Dickinson will receive a prorated refund for tuition, fees, room and board, less an administrative fee of \$100 and any unpaid charges, according to the following schedule:

During week one	90%
During week two and three	80%
During week four	70%
During week five and six	60%
During week seven	50%
During week eight and nine	40%
After week nine	None

All other students will receive a refund of tuition, fees, room and board, less an administrative fee of \$100, according to the following schedule:

During weeks one and two	90%
During weeks three and four	50%
During weeks five through eight	25%
After week eight	None

The U.S. Department of Education requires that, for any student receiving federal financial aid, the federal programs be refunded IN FULL in a prescribed order prior to any refund being issued to the student. State Grant programs have varying regulations concerning refunds, but most will require at least a partial refund of the State Grant. If the student has received a Dickinson Grant, a pro-rated portion of the student's refund also will be repaid to the Dickinson Grant Program. This will reduce, or in many cases eliminate, the amount of the refund the student otherwise would receive. Detailed examples are available from the Financial Aid Office.

If unpaid charges remain on the student's account, these will be deducted from any refund payable to the student. If unpaid charges remain after the student's refund has been reduced to zero, these charges will be billed to the student and/or family.

FINANCIAL AID

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Dickinson continues to seek new ways to help families and students manage the costs of education. The College's endowment includes specially earmarked funds for financial assistance; some general endowment funds are also set aside for this purpose. Each year, federal and state funds are made available for assignment by the College on behalf of students. In some cases, gifts and grants from corporations and founda-



## FEE SCHEDULE, REGULAR SESSION 1999-2000

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Full-time Students (Taking 3 or More Courses)	Per Semester	Per Year
Comprehensive Fee	\$11,560.00	\$23,120.00
Room	1,590.00	3,180.00
Board	1,525.00	3,050.00
TOTAL FEES	\$14, 675.00	\$29,350.00
Student Senate Activities Fee	92.50	185.00
Technology Services Fee	50.00	100.00
Health and Counseling Services Fee	50.00	100.00

Part-time students (1 or 2 courses per semester)	
Per course charge, non-matriculant	\$3,110.00
Per course charge, matriculant	3,830.00
+ Student Senate Activities Fee, per course for matriculants	30.00
Audit charge, per course	1,475.00
Senior Citizen Audit Fee	25.00
Continuing Education, per course	1,140.00
Continuing Education Audit, per course	420.00

### OTHER FEES

Application (incoming students)	\$35.00
Applied Music: 1 hour/week for semester	610.00
1/2 hour/week for semester	305.00
Late Payment Charge: 1-1/2% per month on amount unpaid	
5-day luncheon plan	
Fall Semester	635.00
Spring Semester	645.00
Transcript Records: one-time fee for incoming students	25.00
Transcript records: for class of 1974 and before	2.00



tions provide help. In addition, some families find that employers and other near-to-home sources can provide assistance.

The Benjamin Rush scholarship was developed to recognize exemplary academic performance of students. Most other assistance is based upon documented financial need according to the financial need analysis system of the College Scholarship Service. A “package” of financial aid is developed for each recipient, and may include direct grants, loans for students, loans for parents, or on-campus work opportunities.

Students must reapply for aid each year. Continuing students must file the Renewal FAFSA and the Renewal PROFILE by April 15; parent and student tax returns must be mailed to the Financial Aid Office by May 1. **Our CSS PROFILE Code Number is 2186; the code number for the FAFSA is 003253.**

In some cases, the College may need additional information in order to determine eligibility for institutional grant assistance. In the case of divorced or separated parents, the **Divorced/Separated Parent’s Statement** should be completed by the non-custodial parent. Families that own businesses or farms should complete the **Business/Farm Supplement**. Both forms are available from the College Financial Aid Office.

Eligibility for Dickinson Grant assistance will be determined using the College’s own analysis of the family’s need, which differs from the analysis done by the federal government.

More detailed information will be provided to financial aid recipients before the mid-year semester break each year.

## TYPES OF FINANCIAL AID

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A financial aid recipient may be granted one or more forms of assistance. Students receiving grants are usually also given loans and campus employment as part of their “package.” *For more details, read the financial aid brochure.*

**Scholarships** These awards are designed to recognize the exemplary academic performance of students.

**Grants** Grants (outright gifts) may be made from the College’s own endowment, from state or Federal sources, or from outside agency funds.

**Campus employment** Most students receiving assistance are offered campus employment of up to 12 hours per week in exchange for wages which help defray expenses. Campus jobs are provided using funds from the Federal Work-Study Program or in some cases from Dickinson’s own funds.

**Loans** Several low-interest, federally-insured loan programs are available to students who demonstrate financial need. The Federal Stafford Loan, available from local banks or credit unions, and the Federal Perkins Loan, available from the College, feature a federal interest subsidy and the delay of repayment until after the student finishes school. Deferments are available for graduate study and a variety of other reasons.

**Financing Systems** More and more families are looking to an array of financing systems to help make college costs more manageable by arranging for year-round, monthly payments and by extending college costs over more than the four years of the typical collegiate career. Additional information about financing systems is available from the financial aid office.

**Summer employment** Students are normally expected to obtain summer jobs and to apply those earnings toward the costs of education.

**Outside Scholarships** Any student receiving financial aid who also receives scholarships, loans, tuition remission, or support from a source other than the College, must report the additional aid to the Dickinson financial aid office. Such assistance can impact the student’s eligibility for assistance from federal and institutional resources. The total amount of aid received by the student cannot exceed need as computed by federally approved methodology. The College will always reduce or eliminate self-help (loans or work) before reducing grant aid.



# REQUIREMENTS FOR THE DEGREE

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## FOR STUDENTS MATRICULATING FALL 1999 AND SPRING 2000

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The following guidelines assist students in developing programs of study that introduce them to the special nature of inquiry in each of the three major divisions of learning—the arts and humanities, the social sciences, and the laboratory sciences—and which ensure their growth in a knowledge of other cultures, of the place of physical activity in their lives, and of studying one area of the curriculum in depth.

Students must meet the following general requirements. Except for courses they will choose to fulfill the U.S. Diversity, comparative civilizations, writing intensive and quantitative reasoning requirements, and for courses they will apply to the major or minor, students may not use any course to meet simultaneously more than one general requirement. All students must pass 32 courses with a cumulative average of 2.0. A student must complete a minimum of 16 courses on campus. Twelve courses must be completed on campus after the student has matriculated and has an approved field of concentration. The last four courses or six of the last eight courses immediately preceding graduation must be taken on campus. To be considered “on campus” a student must be registered for a numbered course at Dickinson and must be physically on the Dickinson campus for this course work. It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for graduation as outlined below. (See Degree Requirements Chart on page 254.)

1. **Freshman seminars** One of the courses each entering freshman must take during the fall semester is a seminar that addresses particular problems or topics growing out of the liberal arts curriculum and often drawing from more than one disciplinary perspective. These seminars serve to introduce freshmen to the intellectual life of the College by encouraging them to participate actively in small group discussions and by setting standards for their writing and research that will enable them to become full members of the academic community.

2. a) **Writing Intensive Course** A Writing Intensive Course is a regular academic course designed to integrate the teaching of writing with the teaching of subject matter. Courses with the “W” designation are offered across the curriculum and may overlap with any other requirement for the degree. The major goals of any “W” course include the practice of selected general forms of academic writing or the introduction of specific forms of writing common to the discipline or interdiscipline of the course. The course approaches writing as a process of planning, drafting, revising, and editing, and it encourages students to read assertively for content, forms, and conventions of the text and for rhetorical concerns such as author’s purpose, audience, and context. Since this course works to reinforce and develop the general writing skills introduced in the Freshman Seminar, it is most often offered at the 100 or 200 level, should not normally be taken concurrently with the Freshman Seminar, and is under usual circumstances open to majors and non-majors alike. This course should be taken before the end of the sophomore year.

b) **Quantitative Reasoning Course** A Quantitative Reasoning Course is a regular academic course designed to provide a solid foundation for the interpretation and critical understanding of the world through numbers, logic, or deductive and analytical reasoning. Both words are carefully chosen: “quantitative” suggests having to do with numbers and relations and logic, while “reasoning” refers to the creation and interpretation of arguments. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data as well as courses that concentrate on the formulation of deductive and analytical arguments can satisfy this requirement. “Q” courses can be offered from any department at the College. Each semester courses meeting the Writing Intensive and Quantitative Reasoning requirements are listed in the course offerings booklet and the registrar’s office web page.

3. **Distribution courses** Distribution requirements engage students in the full breadth of liberal learning as represented by three fundamental branches of the academic curriculum—the Arts and Humanities, Social Sciences, and Laboratory Science. Arts and Humanities help us interpret the human experience through artistic and conceptual self-expression and through critical reflection. Social sciences seek to



describe, analyze, and interpret the ways in which people interact within and among the societies they have created. Laboratory science aims at understanding the character of the natural order through investigation of the basic structures and regularities in the planet Earth and universe.

*Division I: Arts and Humanities* (2 courses) Students must select two courses from two of the following three areas:

- a. philosophy or religion; or Environmental Studies 111, East Asian Studies 205 or Women's Studies 101, depending upon topic.
- b. literature in Chinese, English, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish or Women's Studies 101, depending upon topic.
- c. fine arts or classical archaeology, music, theatre, dance or East Asian Studies 205, depending on topic.

*Division II: Social Sciences* (2 courses) Students must select two courses, each from a different area or department within the social sciences. Those areas or departments are American Studies, anthropology, economics, education, history (or classical history), political science, psychology, sociology, and Women's Studies 102 or 200, or East Asian Studies 206.

*Division III: Laboratory Science* (2 courses) Two courses which may be from the same department: biology, chemistry, computer science, environmental science, geology, physical science, physics, or astronomy.

**4. Cross-cultural studies** The College requires three different types of course work to familiarize students with the ways in which the diversity of human cultures has shaped our world. These courses seek to prepare students to be effective citizens in an interdependent world, and to be aware of the breadth of voices, perspectives, experiences, values, and cultures that constitute the rich tapestry of U.S. life and history.

*Languages* All students are required to demonstrate that they have completed work in a foreign language through the intermediate level. If the student's native tongue is not English, he or she may be excused from this requirement by the Dean of the College, who will give written notification to the Registrar's Office who will notify the student and the student's adviser. If the student has studied a language for two or more years in a secondary school, the student may be excused from the language requirement on the basis of a sufficiently high score on the College Board SAT II foreign language subject test in the language, with the permission of the appropriate language department.

*U.S. Diversity* To prepare students to function effectively in civic life and to help them gain a broader understanding of the commonalities and differences among cultures and values in the context of the making of American society, the College requires one course with a focus on U.S. diversity.

*Comparative Civilizations* To deepen students' understanding of the diversity in cultures by introducing them to traditions other than those that have shaped the modern West, the College requires one course with a focus on the comparative study of civilizations.

Each semester courses meeting the U.S. Diversity and Comparative Civilizations requirements are listed in the course offerings booklet and the registrar's office web page.

**5. Community Experience** The college was founded with the goal of educating citizen-scholars, graduates whose education is connected to life beyond the classroom and campus. The Community Experience embodies this ideal by requiring students to engage in one extended educational experience off-campus in Carlisle, the U.S., or world beyond. A credit internship, community-based field study course, study abroad or (with approval) elsewhere in the U.S., or an approved service project meet the requirement.

**6. Physical education activities** Satisfactory completion of four half-semester blocks of physical education is required: four fitness activity blocks or three fitness activity blocks and one cognitive physical education block. Participants in intercollegiate sports and ROTC may receive a maximum of two fitness blocks for these activities. Selected sports club activities may also receive a maximum of two fitness blocks. Transfer students with junior standing with no physical education course work need to take only two blocks of



physical education. Persons who enter Dickinson after at least two years of active military service will be awarded two fitness blocks toward the requirement. Physical education blocks carry no academic credit.0

Every student must complete the physical education requirement unless excused in writing by the Dean of the College. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

**7. Major** Students should select a field of concentration from among those departments offering major fields of study (see Courses of Study, page 22) or should, by working with a faculty committee, design their own major field of study (see Special Majors, page 174). Majors consist of nine to 15 courses.

The major is normally selected during the spring of the student's sophomore year. The departments determine the student's acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an adviser, using the student's preference as one of the bases for assignment. A student who is not accepted for a major field of concentration during the semester in which the 22nd course will be completed will be required to withdraw from the College.

The student may also elect a minor field of study which usually consists of six courses of academic work specified by the department offering the minor. If a student completes a minor in one or more fields of concentration, this fact will be noted on the permanent record.

If a student intends to major in more than one department, approval must be secured from each department. This student must develop a program in consultation with both departments, and therefore must be advised jointly by a member from each department and must secure approval of both advisers. The same course may be counted for more than one major except for courses under the self-developed major program.

Students who wish at any time to change a major must be accepted by the new department in accordance with normal procedures for declaring a major.

## ACADEMIC HONORS

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**Latin Honors** A student in any field who attains an average of at least 3.80 in the total program at Dickinson College shall be awarded the degree *summa cum laude*. A student who attains an average of at least 3.60 but less than 3.80 in the total program at Dickinson College shall be awarded the degree *magna cum laude*. A student who attains an average of at least 3.40 but less than 3.60 in the total program at Dickinson College shall be awarded the degree *cum laude*.

**Academic Honorary Societies:** The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College on April 13, 1887. Election to membership is the highest academic honor available to a Dickinson student. To be considered, a student must first satisfy specific criteria (GPA, total number of courses, number of Dickinson graded courses) set for each of the three elections held annually. For each class, the number of students considered does not exceed 10 percent of the total number graduating in the class. Student members are elected primarily on the basis of academic achievement, broad cultural interests, and good character.

Alpha Lambda Delta, chartered at Dickinson in 1989, is a national academic honor society for students who have high academic achievement during their freshman year in college. Additionally there are twelve honor societies recognizing achievement in a specific field of study.

Alpha Omicron Delta (Athletics), Alpha Psi Omega (Drama), Eta Sigma Phi (Classics), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Pi Delta Phi (French), Pi Mu Epsilon (Mathematics), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Beta Delta (International Honor Society in Business Management & Administration), Sigma Delta Pi (Spanish), Sigma Iota Rho (International Studies), Sigma Pi Sigma (Physics), Upsilon Delta Phi (Computer Science)



## COURSES OF STUDY

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Students may elect either of two broad approaches to the curriculum: the Bachelor of Arts or the Bachelor of Science. General graduation requirements are the same in either case, but only students with a major in one of the natural or mathematical sciences may be a candidate for the Bachelor of Science. Students also study in some depth at least one disciplined approach to knowledge. Dickinson students, therefore, develop a concentration in a major. The arts and humanities provide 11 such concentrations; in the social sciences there are six concentrations; the natural and mathematical sciences provide six as well. These 23 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 12 interdisciplinary majors and interdisciplinary certification programs, as well as the secondary education certificate.

*Boldface type indicates that a major field of concentration is offered. Asterick indicates a certificate program.*

<b>American Studies</b>	<b>International Studies</b>
American Mosaic	Internships
<b>Anthropology</b>	<b>Italian Studies</b>
Archaeology	<b>Judaic Studies</b>
Astronomy	Latin American Studies*
<b>Biochemistry and Molecular Biology</b>	<b>Mathematics</b>
<b>Biology</b>	<b>Medieval and Early Modern Studies</b>
<b>Chemistry</b>	Military Science
<b>Classical Studies</b>	<b>Music</b>
Greek	<b>Philosophy</b>
Latin	Physical Education
Comparative Civilizations	<b>Physics and Astronomy</b>
<b>Computer Science</b>	<b>Policy Studies</b>
<b>East Asian Studies</b>	<b>Political Science</b>
Chinese	Pre-engineering
Japanese	Pre-law
<b>Economics</b>	Pre-masters of business administration
Education*	Pre-medical
<b>English</b>	<b>Psychology</b>
<b>Environmental Science</b>	Public Speaking
<b>Environmental Studies</b>	<b>Religion</b>
<b>Fine Arts</b>	Hebrew
<b>French and Italian</b>	<b>Russian</b>
Freshman Seminars	<b>Russian Area Studies</b>
<b>Geology</b>	Science, Technology, and Culture
<b>German</b>	<b>Sociology</b>
<b>History</b>	Spanish and Portuguese
Humanities	Theatre and Dance: <b>Theatre Arts</b>
Interdisciplinary Studies	Women's Studies*
<b>International Business and Management</b>	

**Explanation of coding for course descriptions:** when two course numbers, followed by a single description, are separated by a comma, either course may be taken without the other, although the two are normally taken together as a one-year course.

When two course numbers, followed by a single description, are separated by a comma, and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a one-year course. The first course, however, is a prerequisite for the second.



# AMERICAN STUDIES

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## FACULTY

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Lonna Malsheimer, Professor of American Studies, Chair  
 Amy E. Farrell, Associate Professor of American Studies (Teaching in Norwich, England 1999-2000)  
 John D. Bloom, Assistant Professor of American Studies (on leave 1999-2000)  
 Sharon O'Brien, James Hope Caldwell Professor of American Culture and Professor of English and American Studies  
 Charles A. Barone, Professor of Economics  
 Kim Lacy Rogers, Professor of History  
 Robert P. Winston, Professor of English (Director of Dickinson Program in England 1998-2000)  
 Lazaro Lima, Assistant Professor of Spanish and American Studies  
 Amanda D. Kemp, Assistant Professor of English and American Studies  
 Tyra L. Seldon, Instructor in English and American Studies  
 Jennifer M. Spear, Instructor in History

## CONTRIBUTING FACULTY

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Truman Bullard, Professor of Music  
 Sharon Hirsh, Professor of Fine Arts  
 Charles A. Jarvis, Professor of History  
 Susan Rose, Professor of Sociology  
 Kenneth M. Rosen, Professor of English  
 J. Daniel Schubert, Assistant Professor of Sociology

## MAJOR

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Thirteen courses.

The following six courses are required of all majors:

History 117 & History 118

American Studies 101

American Studies 202

American Studies 401

American Studies 402 or American Studies 403

*Social Structure and Institutions*: one course. Students in American Studies must have an understanding of material or institutional components of experience in the United States. Courses that fulfill this requirement deal with such issues through either the introduction of theoretical models, or through the exploration of concrete examples. Students may take courses that focus on social institutions such as race, class or gender, or they may take courses addressing political institutions and political processes. Typically, courses approved by the major adviser from the following departments would fulfill this requirement: Anthropology, Economics, Environmental Studies, History, Political Science and Sociology. Courses typically approved for meeting this requirement: American Studies 301; Anthropology 215: Anthropology of Political and Legal Systems; 335: Urban Anthropology; 336: Social Organization; Economics 222: Environmental Economics; 223: Political Economy; 225: Poor in America; 234: Economic Anthropology; 243: Economics of Labor Unions; History 211: (when appropriate: New Nation 1787-1828); 288: American History in the Civil War Period; 388: African-American History; 389: Native Peoples of Eastern North America; 392: Immigrant America; 394: The Family in America; Political Science 222: Public Policy Analysis; 231: Public Administration; 241: Women and Blacks in American Politics; 243: Mass Media and American Politics; 245: Political Parties and Interest Groups; 246: The Legislative Process; 247: The American Presidency; 248: The Judiciary; 249: American Federalism; Sociology 225: Urban Life; 226: Race, Class and Gender; 225: Urban Life; 340: Social



Change and Social Movements; 345: Social Policy: Family and Work.

*Representation:* two courses, one (upper level) in literature. Students must take two courses that focus on the construction and representation of cultural meanings, one of which must be an upper-level course in the literature of the United States. The other course must focus on visual, aural, literary or other representational texts of the United States, either alone or in a comparative perspective. Typically, courses approved by the major adviser from the following departments would fulfill this requirement: American Studies, Anthropology, Dramatic Arts, English, Art History, Music, Philosophy, Religion and Women's Studies. Courses typically approved for meeting this requirement: American Studies 200: Topics (as appropriate, such as Mass Media and American Culture); Anthropology 210: Language and Culture; Fine Arts 201: History and Art of the Film or the Photograph; 204: American Art; 205: Topics in Art History (as appropriate); 207: Criticism and Theory in the Arts (as appropriate); 313: 19th Century Art (as appropriate); 314: 20th Century Art (as appropriate); 315: Topics in Contemporary Art (as appropriate); 391: Studies in Art History (as appropriate); 404: Seminar: Topics in the History of Art (as appropriate); Dramatic Arts 302: Special topics in Theatre and Dance (as appropriate); 313: Theatre History Seminar (as appropriate); English 101: Texts and Contexts (as appropriate); 220: Critical Approaches and Literary Methods; 327: Feminist Theory; 329: Special Topics in Literature and Theory (as appropriate); 330-339: Studies in Form and Genre (as appropriate); 345: Women Writers (as appropriate); 348: Native American Novel; 349: Special Topics (as appropriate); 358: Studies in Early American Literature; 359: Special Topics in Literature before 1800 (as appropriate); 364: Studies in Modern Fiction and Poetry (as appropriate); 366: Studies in Drama (as appropriate); 370: Studies in American Literature; 374: The American Novel; 376: The American Short Story; 379: Special Topics in 19th and 20th Century Literature (as appropriate); 383: Contemporary American Fiction; 387: Contemporary American Drama; 389: Special topics in Contemporary Literature (as appropriate); 399: Topics in Authorial Studies (as appropriate); Music 108: American Jazz; 353: Seminar in Classics and Romance Music (as appropriate); 354: Seminar in 20th Century Music (as appropriate); Philosophy 245: Philosophy in the U.S.; Political Science 205: American Political Thought; Religion 208: Religion in the U.S. (as appropriate); 241: Topics in Arts, Literature and Religion (as appropriate); 250: Topics in Religion and Gender (as appropriate); 260: Topics in Religious Traditions (as appropriate); Women's Studies 300: Topics in Women's Studies (as appropriate).

*Fieldwork:* One course in one of the following: American Studies 302, History 311 (Oral History), Anthropology/Sociology 240 (Qualitative Methods)

*Thematic Concentration:* At least three courses with no more than two of these three to be taken in one department. Courses for the thematic concentration are to be chosen in close consultation with the American Studies adviser to illuminate a topic of the student's choice. Although each topic will dictate a different selection of courses, the American Studies Program has approved the following list of American context courses offered by other departments and programs. These courses represent a partial listing of the many courses offered at Dickinson that might be of special interest to American Studies majors. Thematic concentrations and the courses which comprise them must be approved by the student's adviser. These courses represent a partial listing of the many courses of special interest to American studies majors offered at Dickinson

Anthropology. 210: Language and Culture; 212: Applied Anthropology; 214: Ecological; 215: Anthropology of Political and Legal Systems; 216: Medical Anthropology; 217: Cross-Cultural Perspectives on Gender; 218: Biosocial Aspects of Female Sexuality; 223: Native Peoples of East North America; 233: Anthropology of Religion; 334: Economic Anthropology; 335: Urban Anthropology; 336: Social Organization; 337: Ethnology of Mesoamerica; 390: Anthropology Seminar.

Economics. 100: Contemporary Economics; 214: A Contemporary Economic Issue; 222: Environmental Economics; 223: Political Economy; 225: Poor in America; 236: Latin American Economics; 332: Economics of Natural Resources; 243: The Economics of Labor Unions; 344: Public Finance; 347: Money and Banking; 350: Industrial Organization and Public Policy; 371: Topics in Economic History.

Education. 121: Social Foundations of Education.



English. 327: Feminist Theory; 329: Special Topics in Literature and Theory; 335: Film Studies; 345: Women Writers; 348: Native American Novel; 349: Special Topics in Literature and Culture; 358: Studies in Early American Literature; 364: Studies in Modern Fiction and Poetry; 366: Studies in Drama; 370: Studies in American Literature; 374: The American Novel; 376: The American Short Story; 379: Special topics in 19th and 20th Century Literature; 383: Contemporary American Fiction; 389: Special Topics in Contemporary Literature; 399: Topics in Authorial Studies.

Environmental Studies. 111: Environment Culture and Values; 214, Ecological Anthropology; 222: Environmental Economics; 260: Contemporary Science; 330: Environmental Disruption and Policy Analysis.

Fine Arts. 201: History and Art of the Film or the Photograph; 204: American Art; 205: Topics in Art History; 314: 20th Century Art.

History. 130: Latin American History; 131: Latin American History; 204: Introduction to Historical Methodology; 211: Topics in American History; 247: American Colonial History; 281: Recent US History; 286: New Nation 1787-1828; 288: American History in the Civil War Period; 304: Collateral Research; 311: Studies in American History; 349 & 350: American Intellectual and Social History I and II; 382: Diplomatic History of the United States; 388: African-American History; 389: Native Peoples of Eastern North America; 392: Immigrant America; 394: The Family in America; 404: Senior Research Seminar.

Music. 108: American Jazz.

Philosophy. 210: Philosophy of Feminism; 245: Philosophy of the United States; 251: Philosophy of Religion; 252: Philosophy of Art; 253: Philosophy of Society; 255: Philosophy of Law; 385: Theories of History.

Political Science. 241: Women and Blacks in American Politics; 242: Political Behavior; 243: Mass Media and American Politics; 244: Public Opinion; 245: Political Parties and Interest Groups; 246: Legislative Process; 247: American Presidency; 256: The City; 290: Selected Topics in Political Science.

Religion. 206: Jews and Judaism in the United States; 208: Religion of the United States; 241: Topics in Art Literature and Religion; American Jewish Fiction; 318: Topics in Religion and Culture.

Sociology. 222: The Family Phenomenon; 225: Urban Life; 226: Race, Class and Gender; 240: Qualitative Methods; 250: Comparative Social Pathology; 300: Deviant Behavior and Social Control; 340: Social Change and Social Movements; 345: Social Policy: Family and Work; 390: Sociology Seminar.

## MINOR

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Seven courses: American Studies 101, 202, 301 or 302, 401; 3 courses in a thematic concentration.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 101, perhaps, 202; American History 117, 118.

Second Year: 202 (if not taken in year one) and courses which fulfill the "social structure and institutions" or "representation" requirements of the major.

Third Year: Field Work and the thematic.

Fourth Year: 401; 402 or 403 plus any remaining courses to fulfill the major.

*Note of caution:* Careful planning is required if you wish to spend a full year abroad and develop a strong American Studies major.



## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study or research is appropriate when a student is seeking to explore a topic in an interdisciplinary way. Students interested in independent study should see the American Studies Chairperson. Recent independent studies have been done on Sixties America, Video Production, Advertising, Religion in America, Urban Problems in America, Native American Cultures, Feminism in American Studies, Sport in American Society, Gay in America, Mass Media in American Society.

## INTERNSHIPS

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Internships become appropriate when they are relevant to the thematic concentration of the student. Students have interned with Student Services, Carlisle Youth Services, the borough of Carlisle, the County public defenders office, CBS Evening News, the Smithsonian Folk Life Division, the Carlisle School District, the American Cancer Society, the Evening Sentinel, WITF Public Television, Domestic Violence Services, Communications and Development, MTV, Carlisle Police Department.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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American Studies has been particularly interested in participating in Dickinson's East Anglia program in Norwich, England because East Anglia has a strong American Studies department. Other programs of interest to American Studies majors include the Washington Center for Internships and Academic Seminars, the Appalachian Semester, and Dickinson's other programs abroad.

These off-campus programs are usually part of the Junior year and should be planned well in advance of the semester they are to be engaged in.

## DEPARTMENTAL HONORS

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A student must have at least a 3.00 average to be eligible to register for Independent Research. Each candidate for Honors must complete at least two credits of Independent Research in the Senior year based on a research project proposal submitted to and approved by the American Studies Committee in the Spring of a student's junior year. A Committee of three faculty members will supervise and evaluate the project which must be completed by May 1 of the Senior year. An oral discussion between the candidate and the Committee will be scheduled after April 1, and at that time the Committee will assign grades for the Independent Research and determine whether or not to grant Honors.

## COURSES

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**101. U.S. Cultural Diversity** Introduces students to issues of cultural diversity that are central to the field of American studies. A comparative course, addressing the diverse experiences of people identified historically along a continuum of gender, race, and class and focusing on the perspectives of at least three ethnic groups in the United States, at least one of which should be non-European in origin.

**200. Aspects of American Culture** Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students.



**202. Workshop in Cultural Analysis** Intensive workshop focused on various approaches to the interpretation of social and cultural materials. The course provides an early exposure to theories and methods that will be returned to in greater depth in the senior year. Intended to develop independent skills in analysis of the primary materials of American Studies. *Prerequisite: 101 or permission of the instructor.*

**301. Topics in American Studies** Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field, e.g. Mass Media and American Culture, Gender in America, Social Mobility in America, Popular Culture, Native American Cultures, Religion and American Culture, Race and Racism in America, etc. *Prerequisite: 201 or permission of the instructor.*

**302. Workshop in Field Methods** Approaches to the responsible collection and analysis of social and cultural materials to be found in the immediate community and environment. Intensive training in participant observation, interviewing, and the analysis of the cultural scene, as well as the ethics of field work will be stressed. *Prerequisite: 202 or permission of the instructor.*

**401. Research and Methods in American Studies** An integrative seminar focusing on the achievements and problems of interdisciplinary study. Students examine the history and current literature of American studies, discuss relevant philosophic questions, and, in research projects, apply techniques of interdisciplinary study to a problem related to thematic concentration. *Prerequisite: American studies major, minor, or permission of the instructor.*

**402. Seminar in American Studies: Selected Topics** Topics chosen annually on the basis of student interest and scholarly concerns in the field. Such topics, explored through reading, discussion, field work, and research, include: American Lives; The Twenties; Social Criticism in America; Male and Female in America; Metaphors of American Experience; Myths, Fiction, and American Life; The American Artist and Society; Photographs and American Culture. Students should refer to the class schedule for the topic being offered in any given semester. *Prerequisite: permission of the instructor.*

**403. Group Project: Selected Topics** An alternative to American Studies 402, student majors in this course will conduct a collaborative research project on a topic of mutual interest to students and faculty and produce a joint project reporting on their work. *Prerequisite: 401 or permission of the instructor.*

## AMERICAN MOSAIC

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**202. American Mosaic Semester** A 3-course credit community study with extensive field work which engages students and faculty in an intensive, first-hand examination of the history, sociology, ethnography, and culture of a local community in central Pennsylvania. The particular site of the study and the methodological approach varies according to the interests and expertise of the collaborating faculty who team-teach the semester. Students in the American Mosaic take only this single course during the semester and they complete as well an independent study for a total of four courses based on their field work under the direction of one of the contributing faculty. *Prerequisite: sophomore standing and permission of the instructors.*

## CONTRIBUTING FACULTY

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1997—Sharon O'Brien, James Hope Caldwell Professor of American Culture and Professor of English and American Studies

Susan Rose, Professor of Sociology

Charles A. Barone, Professor of Economics

1998—Kjell I. Enge, Associate Professor of Anthropology

John D. Bloom, Assistant Professor of American Studies (on leave 1999-2000)



## ANTHROPOLOGY

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### FACULTY

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Kjell I. Enge, Associate Professor of Anthropology, Chair

Ann M. Hill, Associate Professor of Anthropology

Ellen J. Ingmanson, Assistant Professor of Anthropology (on leave Fall 1999)

Thad Q. Bartlett, Visiting Assistant Professor of Anthropology

### MAJOR

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Ten courses including 100, 101, 240, 241, 331 or 336, 390 and four additional courses, two of which may be Classical Studies 221 or 224.

### MINOR

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Six courses, including 100 and 101 and four additional anthropology courses. Students who are interested in a minor should consult with the department.

### TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY AND INTERNSHIPS

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Participation in summer field schools in cultural anthropology and archaeology, as well as internships at local museums and other sites, provides unique, hands-on experience. The Field School in Cultural Anthropology (Anthropology 396) is for six weeks every summer in Cameroon, Africa.

### COURSES

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**100. Introduction to Biological Anthropology** The history of evolutionary thought is explored in relationship to Western European ideas about human origins. Neo-Darwinian evolutionary theory guides the overview of paleoanthropology, primate evolution and behavior, human genetics, microevolution, macroevolution, and human growth and development. *Open to freshmen and sophomores; others by permission.*

**101. An Introduction to Cultural Anthropology** A cross-cultural perspective on the human experience. Institutions such as the family, law, religion, and warfare are examined using examples from contemporary non-Western, non-industrialized societies. A brief overview of major schools of thought and the practice and ethics of anthropological research. *Open to freshmen and sophomores; others by permission.*

**210. Language and Culture** This course examines the relationship of language to culture and society. It includes the study of sociolinguistics, language acquisition, cognition, and descriptive linguistics. The student is introduced to major perspectives on language from Whorf, Hymes, de Saussure, and Levi-Strauss.

**212. Applied Anthropology** Sociocultural change, development, and modernization in both Western society and the Third World are examined in terms of theory and practice. Emphasis is on the planning, administration, and evaluation of development projects in agriculture, energy, education, health, and nutrition. The increasingly important role of professional anthropologists and anthropological data is examined in the context of government policies and international business. *Offered every other year.*



**214. Ecological Anthropology** An examination of human adaption to changing environments with an emphasis on systems analysis. Special attention on development and current environmental problems. *This course is cross-listed as Environmental Studies 214. Offered every other year.*

**215. Anthropology of Political and Legal Systems** A comparative examination of conflict resolution and social control in non-Western societies. Legal systems, broadly defined, are seen as a cultural universal; societies in diverse ecological settings and at various levels of social and political complexity are compared to illustrate the relationships between law and other aspects of culture. Legal systems in egalitarian and stratified societies are compared, with special emphasis on the legal complexities of plural societies.

**216. Medical Anthropology** Comparative analysis of health, illness, and nutrition within environmental and socio-cultural contexts. Evolution and geographical distribution of disease, how different societies have learned to cope with illness, and the ways traditional and modern medical systems interact. *Offered every other year.*

**217. Cross-Cultural Perspectives on Gender** Use of comparative method to understand variations in the patterning and content of gender roles and status across cultures. Although focused primarily on non-Western cultures, the course will also examine gender among U.S. ethnic groups. Emphasis is on placing gender roles and status in the broad, holistic context of interrelations among cultural ideologies, social institutions, and material conditions. *This course is cross-listed as Women's Studies 217. Offered every other year.*

**218. Biosocial Aspects of Female Sexuality** Female sexuality and the experience of human birth will be discussed in an evolutionary framework. Pregnancy, lactation, parturition, mother-child bonding, needs of the neonate, and roles of other family members will be considered in the transition from woman to mother. Psychosocial dimensions of the birthing experience will be considered cross-culturally. *Offered every other year. This course is cross-listed as Women's Studies 218. Offered every other year.*

**220. Fundamentals of Archaeology** Methods and techniques of modern archaeology as a subdiscipline of anthropology. A survey of culture process through time with special emphasis on North American aboriginal societies. Ecological reconstruction of human life ways. Field trips to local sites.

**222. Contemporary Peoples of Latin America** An examination of the life of present-day primitive and peasant peoples of Middle and South America. These societies are seen holistically, and as they relate to urban and state centers. *Offered every other year.*

**223. Native Peoples of Eastern North America** *See course description with History 389 listing.*

**229. Principles of Human Variation and Adaptation** The biological basis of human variation through genetic adaptation is explored. Race as a social and biological concept is examined critically. Basic demographic principles are applied to the observation of variation in human populations.

**231. Chinese Civilization** An introduction to Chinese civilization beginning with the foundation of imperial China. Enduring Chinese institutions and modes of thought and expression are viewed in the broad context of traditional China. A brief consideration of modern China is included by way of contrast. *Offered every other year.*

**232. Anthropology of Contemporary Chinese Society** A study of contemporary Chinese populations in the light of traditional culture and social life. An examination of the profound changes in Chinese lives under socialism in the People's Republic of China. Focuses on changes in family, community organization, and belief systems. *Offered every other year.*

**233. Anthropology of Religion** A cross-cultural survey of the functions of religion, magic, and myth in simple and complex societies. Religion and communication. Myth and social structure. A historical summary of the scientific study of religion. *Offered every other year.*

**240. Qualitative Methods** This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies.



The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students design their own field projects. *Prerequisite: At least one course in sociology, anthropology, or American studies. This course is cross-listed as Sociology 240.*

**241. Quantitative Data Analysis** This course focuses on quantitative data analysis. Students learn how to design, code, and analyze interviews and surveys. Selected databases and statistical programs are used to analyze current social issues and compare samples. *Prerequisite: Sociology/Anthropology 240. This course is cross-listed as Sociology 241.*

**243. Introduction to Primates** This course will survey the nonhuman primates—prosimians, monkeys and apes—examining their behavior in an ecological context. Evolutionary principles will be used to explore primate adaptations and their relations to humans. A field trip to the National Zoo in Washington, DC will be required.

**245. Selected Topics in Anthropology** Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography or anthropological genetics.

**331. Principles of Human Evolution** This course reviews the history of evolutionary concepts and theories as it has affected the development of biological anthropology. The systematic study of human macroevolution is made through lectures and discussion of assigned readings. A paleanthropology laboratory provides examples of macroevolution as seen in primate and human skeletal anatomy. Recent applications of Neo-Darwinian theory to the study of human populations are presented. *Prerequisite: 100, 216, 218, 229, or Biology 111, 112.*

**334. Economic Anthropology** An anthropological approach to economic production and exchange. Focus on non-Western societies where production and distribution of goods are institutionalized within political, religious, and kin groups. Place of markets in societies cross-culturally. Strategies of economic development and their consequences for rural poverty. *Prerequisite: 101 or other courses in the departments of anthropology and/or economics. Economics 100 recommended.*

**336. Social Organization** The webs of kinship in tribal, traditional, and modern societies examined in relation to production, exchange, politics, law, and ideology. Effect of rapid social change on kin groups, families, and non-kin organizations; adaptation to new ecological, economic, and political realities. *Prerequisite: 101 or any 200-level course.*

**337. Ethnology of Mesoamerica** An examination of anthropological studies of indigenous people of southern Mexico and Guatemala. Emphasis will be on the process of change and relations with Western society from the Spanish Conquest to the present. Both classic and more recent ethnographic sources will be used. *Prerequisite: 101 and a 200-level anthropology course. To be offered every other year.*

**340. Prehistoric Cultures of North America** The course focuses on the cultural history and evolution of selected societies north of Mexico before European contact. Technological, sociological, and ideological aspects are considered from reconstructions based on archaeological evidence. *Prerequisite: 220 or permission of instructor.*

**343. Ape Social Behavior and Ecology** The course will focus on apes, examining what makes them a unified group distinct from other primates, as well as the unique characteristics of the different species of apes. The emphasis will be on social behavior and how it has evolved within an ecological context. A general framework of animal behavior and socioecology will be used to examine theories of early hominid social behavior. One, possibly two, field trips to observe apes in zoo settings will be required. *Prerequisite: 100 or 243 or permission of the instructor.*

**345. Advanced Topics in Anthropology** Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography or anthropological genetics.



390. **Anthropology Seminar** A specialized seminar investigating the contributions of various anthropological approaches to the understanding of cultural processes. Representative topics are: Applied Anthropology; Comparative Medical Systems; Prehistory of North America. *Prerequisite: Permission of the instructor or anthropology major.*

395. **Archaeological Field Studies** Application of the fundamentals of excavation and the analysis of artifactual materials from the excavation of a site in the Carlisle area. Sites will be located within daily commuting distance of the College. *Prerequisite: permission of the instructor. Offered in summer school only.*

396. **Field School in Cultural Anthropology** Ethnographic field study of selected anthropological problems in Cameroon. Analysis of cultural, social, economic, and environmental systems using participant observation, interview protocols and other appropriate methodologies. Pre-departure workshops, six-week field study and post-fieldwork write-up. *Two course credits. Offered in summer school only.*



# ARCHAEOLOGY

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## ARCHAEOLOGY ADVISORY COMMITTEE

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**Ann M. Hill**, Associate Professor of Anthropology

**R. Leon Fitts**, Professor of Classical Studies

**Kjell Enge**, Associate Professor of Anthropology

**Marcus Key**, Associate Professor of Geology (on leave 1999-2000)

**Melinda Schlitt**, Associate Professor of Fine Arts

This program allows students to add a minor in archaeology to their major in a related field, such as anthropology, chemistry, fine arts, geology, Greek, history, or Latin. Archaeology itself is not a major, but an interdisciplinary program that allows students to complement their major with a study of human culture from an archaeological point of view. Interdisciplinary in nature, the archaeology minor requires students to take courses in more than one department, principally anthropology and classical studies. Five courses form the core of the minor, required of all students in the program:

Anthropology 101: Introduction to Cultural Anthropology

Anthropology 220: Fundamentals of Archaeology

Classical Studies 221: Introduction to Greek Archaeology

Classical Studies 224: Introduction to Roman Archaeology

One course in excavation fieldwork or museum internship

Two other courses in archaeology, or related studies, are required for completion of the minor; these may be chosen according to the student's interests, needs, and background. These two elective courses may be chosen from the following:

Anthropology 100: Introduction to Biological Anthropology

Anthropology 214: Ecological Anthropology

Anthropology 331: Principles of Human Evolution

Anthropology 340: Prehistoric Cultures of North America

Fine Arts 202: Ancient Art

Geology 132: Historical Geology

Anthropology 500/Classical Studies 500: Independent Study in Archaeology

Other courses not listed above, but which might relate to archaeology (e.g., specialized work in geology or chemistry) will be considered on an individual basis for satisfaction of the two-course elective requirement.

An important component of the minor is field experience in archaeology, and all students will be encouraged to spend part of one summer at an excavation, either in the United States or abroad. The Department of Anthropology in some years offers a summer field course, Anthropology 395 (Archaeological Field Studies), which will be conducted in the Carlisle area. The classical studies department, in cooperation with the University of Durham, England, has sponsored summer excavations in the archaeology of Roman Britain since 1973. The cooperating faculty realize that some students may find work in a museum an important part of the archaeological studies; internships in the Trout Gallery or local museums will also be encouraged. Students will be advised by a faculty committee on archaeology.



## ASTRONOMY

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See Physics and Astronomy

## BIOCHEMISTRY AND MOLECULAR BIOLOGY

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### CONTRIBUTING FACULTY

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**Thomas M. Brennan**, Professor of Biology (on leave 1999-2000)

**R. David Crouch**, Assistant Professor of Chemistry

**John H. Henson**, Associate Professor of Biology

**Michael S. Holden**, Associate Professor of Chemistry

**Michael P. Roberts**, Associate Professor of Biology, Program Director

**Joyce P. Whitehead**, Assistant Professor of Chemistry

### MAJOR

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Biology 111, 112, 313, 317, 417

Chemistry 141, 241, 242, 244 and either 442 or 490

Biology/Chemistry 342

Physics 131 or 141, 132 or 142

Mathematics 161 or 151/152, 162

All Biochemistry and Molecular Biology majors are required to include a research experience as part of their undergraduate program. This requirement may be satisfied in the following ways:

- 1) an independent research project in biochemistry and molecular biology
- 2) on off-campus internship for credit in biochemistry and molecular biology
- 3) a research experience not covered by the above but deemed equivalent by the contributing faculty

In addition to the required coursework, a number of other relevant courses are taught by the Biology and Chemistry Departments, and it is recommended that students explore these offerings in order to broaden their expertise and investigate specific topics appropriate to their own interests.



## BIOLOGY

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Thomas M. Brennan, Professor of Biology (on leave 1999-2000)

Janet Wright, Associate Professor of Biology

John Henson, Associate Professor of Biology, Chair

Michael P. Roberts, Associate Professor of Biology

Carol C. Loeffler, Assistant Professor of Biology

Anthony Pires, Assistant Professor of Biology

Charles F. Zwemer, Assistant Professor of Biology (on leave Fall 1999)

Christopher E. Kule, Visiting Assistant Professor of Biology

### MAJOR

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Nine courses in biology, excluding 105 and 108, including one of the following upper-level courses in botany: Biology 322, 323, 324 or 325, and one of the following upper-level courses in zoology: Biology 318, 321, 333, 334, 421. In addition, Chemistry 241 and 242 are required. The nine biology courses required for the major may not include more than one course in independent study or research unless the student has received advanced placement beyond Biology 111-112; then two courses of independent study or research may be counted toward the major. Of the nine biology courses required for the major, at least four must be upper-division laboratory courses (exclusive of independent study-research) taken in residence at Dickinson.

All biology majors must include a research experience as part of their undergraduate program. This requirement may be satisfied by successful completion of any one of the following:

- 1) an independent research project in biology;
- 2) an off-campus internship for biology credit;
- 3) a research-oriented seminar in biology (Biology 412);
- 4) a research experience not covered by the above but deemed equivalent by the department.

Two semesters of mathematical sciences (Calculus and/or Statistics), and two semesters of physics are strongly recommended for students intending graduate study toward an advanced degree in biology or the health professions. Some of these courses are prerequisites for upper-level courses and students should examine course descriptions carefully. Students should consult with their faculty advisers about taking additional courses in other sciences that might be important to their career plans.

### MINOR

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Six courses, including one of the following upper-level courses in botany: Biology 322, 323, 324 or 325, and one of the following upper-level courses in zoology: Biology 318, 321, 333, or 334. In addition, Chemistry 141 is required.

**Note:** A student intending to receive certification from the Pennsylvania Department of Education at the time of graduation must include within his or her program a course in botany, a course in genetics, and a course in ecology.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: 111, 112; Chemistry 141, 241; Math 161 (or 151 & 152), 162

Second Year: 313, 317, 325; Chemistry 242; Math 121

Third Year: 333, 334; Physics 131, 132

Fourth Year: 318, 342, 417, Independent Research



## TEACHER CERTIFICATION

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Students interested in preparing for teaching Biology in high school should plan to major in Biology and must include a course in Botany, Genetics, and Ecology. The Director of Teacher Education in the Education Department should be consulted during the sophomore year.

## INDEPENDENT RESEARCH

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All biology majors must include a research experience as part of their undergraduate program. This requirement may be satisfied by the successful completion of any one of the following:

- 1) a for credit independent research project in biology;
- 2) an off-campus internship for biology credit;
- 3) a research-oriented seminar in biology (Biology 412);
- 4) a research experience not covered by the above but deemed equivalent by the student's adviser. This includes research done during the summer either at Dickinson or elsewhere.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Field Biology Courses at the School for Field Studies.** Dickinson is an affiliate of the School for Field Studies (SFS), which offers courses and on-site fieldwork in ecology, behavior, and conservation biology. Students can spend a semester at one of five permanent campus centers to study coastal ecology (British Columbia), wetlands ecology (Mexico), rainforest ecology (Australia), wildlife management (Kenya), or marine ecology (Turks and Caicos Is., Bahamas). A typical semester program would receive two biology and two general Dickinson credits. SFS also has summer courses. The SFS programs afford a unique opportunity for intensive study and active biological research in diverse environments.

**Marine and Ecosystem Studies** Dickinson is an affiliate of the semester in Ecosystem Studies at the Marine Biological Laboratory (Woods Hole, MA) and of the Duke University Marine Laboratory. These programs offer specialized, full-semester options with field and lab courses for biology students.

## DEPARTMENTAL HONORS

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Honors in biology typically involves the completion of two consecutive semesters of independent research and the writing of an honors thesis.

## COURSES

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**105. Biological Aspects of Contemporary Problems** Students become familiar with biological principles by focusing on a variety of contemporary problems and also analyzing the underlying biological components. *This course will not count toward a major or minor in biology. Three hours classroom a week.*

**108. Modern Natural History** Through classroom study and field trips students learn to know various fascinating living creatures from the primitive to the most complex. They are also introduced to natural history literature which relates these organisms to our cultural, social, and economic history. *This course will not count toward a major or a minor in biology. Three hours classroom a week.*

**\*111, 112. General Biology** The structure and function of living systems. Lectures, discussions, and laboratory observations and experiments, designed to provide the informed citizen with an understanding of the fundamental principles and methods used in biology. *Three hours classroom and three hours laboratory a week.*



**313. Cell Biology** An introduction to the structure and function of cells, with emphasis on the molecular mechanisms of cellular processes. The course will involve discussion-oriented lectures and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological experiments. *Six hours classroom a week. Prerequisite: 111, 112.*

**314. Ecology** Study of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. *Six hours classroom a week. Prerequisite: 111, 112 or Environmental Studies 131, 132. Offered every other year. This course is cross-listed as Environmental Studies 314.*

**317. Genetics** A study of Mendelian genetics, linkage, and mutation. An introduction to basic DNA structure and function including replication, transcription, and translation. Laboratory exercises involve both classic and molecular approaches to genetic analysis utilizing prokaryotic and eukaryotic organisms. *Six hours classroom a week. Prerequisite: 111, 112.*

**318. Animal Development** Material deals with descriptive embryology and the mechanisms of development including the genetic and biochemical levels. Laboratory includes observation of selected examples of vertebrate development and experimental investigations of developmental processes. *Six hours classroom a week. Prerequisite: 111, 112.*

**321. Invertebrate Zoology** An integrated lecture and laboratory study of the anatomy, taxonomy, evolution, ecology, physiology, and embryology of invertebrates. Representatives of the major invertebrate phyla are examined in the field and in the laboratory. *Six hours classroom a week. Prerequisite: 111, 112 or Environmental Studies 131, 132.*

**322. Plant Systematics** A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems. *Six hours classroom a week. Prerequisite: 111, 112 or Environmental Studies 131, 132. This course is cross-listed as Environmental Studies 322.*

**323. Algae, Fungi and Lichens** Study of the systematics, morphology, ecology, evolution, physiology, and development of algae, fungi, and lichens. Lecture and discussion include examples and readings from classic and recent research. Laboratories include field surveys and collections, follow-up laboratory identifications, and experimental investigations including directed individual or small-group research projects. *Six hours classroom a week. Prerequisite: 111, 112. Offered every other year.*

**324. Plant Geography and Ecology** Analysis of factors determining the distribution and abundance of plant species, including study of plant migration patterns today and in the distant past. Lecture includes examples and readings from classic and recent research. Field, laboratory, and greenhouse studies focus on plant demography, plant-animal interactions, plant community structure, competition, soil and water relations, and other topics. *Six hours classroom a week. Prerequisite: 111, 112 or Environmental Studies 131, 132. Offered every two years.*

**325. Plant Physiology** A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized. *Six hours classroom/laboratory a week. Prerequisite: 111, 112.*

**326. Microbiology** The structure, function, and genetics of bacteria and viruses. A special emphasis is placed on the epidemiology and control of infectious human microbial diseases. Laboratory exercises include the characterization and identification of microbes using sterile techniques as well as current molecular methods in microbiology. *Six hours classroom a week. Prerequisite: 111, 112 or Environmental Studies 131, 132. Offered every other year.*



**333. Physiology** A study of physiological mechanisms in the animal kingdom, stressing the structural and functional bases of biological activities. Emphasis is on vertebrate organs and organ systems. Laboratory includes experimental physiological studies of selected organisms. *Six hours classroom a week. Prerequisite: 111, 112.*

**334. Vertebrate Biology** An integrated lecture and laboratory study of the anatomy, embryology, physiology, and evolution of vertebrates. Representative live and dissection specimens are studied from the perspective of structure and function. *Six hours classroom a week. Prerequisite: 111, 112.*

**335. Microanatomy** An integrated study of the functional microanatomy of vertebrates. This course will examine the microscopic anatomy of cells, tissues, organ, and organ systems and their interrelationships. The laboratory portion of the course will cover methods of contemporary histologic technique and will include independent experimental projects. *Prerequisite: 111, 112. Offered every other year.*

**340. Photobiology** An integrated study of the effects of light upon living organisms at the molecular, organismic, and ecosystem levels. Examines the regulatory role of light in a variety of biological responses, as well as application of the principles of photobiology to current problems in medicine and agriculture. Includes lecture/discussion, laboratory, and student research projects. *Prerequisites: 111, 112. Offered every two years.*

**342. Biochemistry** Introduction to the chemistry of living systems, with emphasis on their molecular organization, metabolic pathways, energetics, and regulation. The chemical bases for biological phenomena are extensively examined. Causes and consequences of metabolic disorders will also be considered. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in cellular metabolism. *Six hours classroom/laboratory a week. Prerequisite: Chemistry 242. This course is cross-listed as Chemistry 342.*

**380. Immunology** A team-taught study of the biological and chemical aspects of the field of immunology. The areas covered include immunochemistry, immunogenetics, cell-mediated immunity, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation. Also listed as Chemistry 380. *Prerequisites: Biology 112 or Chemistry 242 or Biology 313 or permission of the instructor. Offered every other year.*

**401. Special Topics** An in-depth study of specialized subject areas of biology. Some recent topics included Experimental Virology, Ornithology, and Histology. Topic, course structure, credit, and instructor will be announced by preregistration. *Prerequisite: 111, 112 and permission of the instructor. Offered occasionally.*

**412. Seminar** Through detailed study of the primary biological literature, students acquire an understanding of the methodology and philosophy of scientific research. Includes study of the formulation of hypotheses, the design of experiments or observations to test these hypotheses, and the interpretation of results. Subject matter varies based upon the interests of instructor and students. This course satisfies the requirement for a research experience for the biology major. *Prerequisite: 111, 112, and one upper-level biology course.*

**414. Population Genetics and Evolution** Study of current knowledge of the evolutionary process and its genetic basis. Lecture, readings from the primary literature, laboratory investigations, and field study are used to consider evolutionary trends. Emphasis is on the new approaches that population geneticists and evolutionary biologists are using to reexamine such issues as how evolution affects gene pools; the implications of the fossil record; causes of extinctions; how species originate; relationships among living organisms; and adaptive versus non-Darwinian evolution. *Six hours classroom a week. Prerequisite: 111, 112, 314 or 317 or permission of instructor. Offered every other year.*

**417. Molecular Genetics** A study of the molecular aspects of gene structure and function. Course topics include recombinant DNA techniques, regulation of gene expression, oncogenes, tumor suppressor genes, molecular developmental genetics, and human molecular genetics. The laboratory studies utilize contem-



porary, molecular methods to explore DNA organization and function. *Six hours classroom a week. Prerequisite: 111, 112, 317.*

421. **Symbiosis** A concentrated study of the biology of association between dissimilar organisms, including representative parasites of man. Readings in the recent literature, examination of different levels of intimacy through selected field and laboratory exercises with living and preserved organisms, and directed individual research projects exploring less well known associations will be employed in the learning experience. Six hours classroom a week. *Prerequisite: 111, 112, and one 300-level biology course, and permission of the instructor. Offered occasionally.*

430. **Neurobiology** This course takes a cellular approach to the structure and function of nervous systems. Integrated laboratory and classroom study focus on the physical and chemical properties of neurons that make them different from other cells, and the relationships between neurons that allow nervous systems to interpret the environment and to generate behavior. Extracellular and intracellular electrical recording methods are used extensively, and are supplemented and neurochemical and anatomical techniques such as high-pressure liquid chromatography and immunocytochemistry. *Prerequisite: 111, 112 and Physics 132 or 142. Offered every other year.*

The following course is offered in January term:

304. **Field Study of Marine Carbonate Environments (Bahamas)** *Prerequisite: Geology 221 or Environmental Studies 221. See description with Geology 304 listing.*

## BUSINESS

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See International Studies, International Business and Management

See Pre-Masters of Business Administration



## CHEMISTRY

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### FACULTY

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Cindy Samet, Associate Professor of Chemistry  
Michael S. Holden, Associate Professor of Chemistry, Chair  
R. David Crouch, Assistant Professor of Chemistry  
Ashfaq Bengali, Assistant Professor of Chemistry  
Joyce P. Whitehead, Assistant Professor of Chemistry  
Amy Witter, Assistant Professor of Chemistry

The chemistry department program and facilities are fully accredited by the American Chemical Society.

### MAJOR

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141, 241, 242, 244, 341, 342, 351, 352, one other course and a research experience. In addition: Physics 141, 142 or 131, 132 and Math 161, 162 are required. The research experience may be one of the following:

- a. an independent research course in chemistry
- b. an off-campus internship for chemistry credit
- c. a research experience not covered by the above but deemed equivalent by the chemistry department.

*Note:* Any student desiring certification by the American Chemical Society should consult with department chair at the time of declaring a major.

### MINOR

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141 and 5 courses in chemistry, excluding 103, 111, 112.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: 141, 241; Math 161 (or 151 & 152), 162

Second Year: 242, 244; Physics 141, 142 (or 131, 132)

Third Year: 341, 351; 342, 352

Fourth Year: Advanced chemistry courses; Independent Research

*Note:* Students interested in going abroad should consult with the department to plan an appropriate schedule.

### TEACHER CERTIFICATION

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Students interested in preparing for teaching Chemistry in high school should schedule a major in Chemistry and should plan to follow the Teacher Certification Program their senior year. The Director of Teacher Education in the Education Department should be consulted during the sophomore year.



## INDEPENDENT STUDY OR RESEARCH

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Independent study or research is available to students who are prepared for it. Normally this requires the completion of 141 as a minimum, and for most independent research projects more advanced courses are required. Interested students should talk with faculty members in the Department to arrange a topic for independent work.

Chemistry majors are required by the Chemistry Department to complete an approved research experience. This experience gives the researcher an insight and depth of understanding of Chemistry that can be obtained in no other way. Some students fulfill their requirement with an approved off-campus industrial or academic internship.

## DEPARTMENTAL HONORS

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"Honors in Chemistry" recognizes the combination of outstanding grades, outstanding laboratory work and an outstanding independent research project. Students interested in pursuing Honors should discuss possibilities and requirements with their adviser.

## COURSES

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**103. General Chemistry** Similar to 111 (below) except that there is no laboratory requirement. For students planning to major outside the sciences. Three hours classroom a week. Chemistry 103 may be used as a prerequisite for Chemistry 112.

**\*111, 112. General Chemistry** Some fundamental concepts of atomic structure, bonding, states of matter, and chemical reactions. Basic principles of organic chemistry and biochemistry. Applications in everyday life are emphasized. *Three hours classroom and two hours laboratory a week. This course sequence will not count toward major or minor requirements in biology or chemistry. Students who decide to pursue chemistry courses after completion of 111 or 112, must enroll in 141. Students will not receive graduation credit for both 111 and 141, or both 112 and 241. Prerequisite for Chemistry 112 is either 103 or 111.*

**141. Foundations of Chemistry** An introduction to the principles of chemistry in a laboratory-centered course. Three broad topics are studied: chemical reactivity, atomic and molecular structure as the basis of reactivity, and chemical equilibrium. Emphasizes repeating themes, such as periodicity, reactivity, and stoichiometry.

**241. Synthesis and Reactivity I** The major focus of this course is on the reactivities of organic and inorganic molecules; this is an extension of the study of the covalent bond that was studied in Chemistry 141. Topics include reaction types and mechanisms, stereochemistry, nomenclature, and spectroscopic methods. Laboratory work involves the synthesis, analysis and identification of organic and inorganic molecules. Three hours classroom and four hours laboratory a week. *Prerequisite: 141.*

**242. Synthesis and Reactivity II** This course continues the study of the reactivities of organic and inorganic molecules started in 241. Particular emphasis is placed on unsaturated systems. Laboratory work continues investigations into the synthesis, analysis, and identification of organic and inorganic molecules begun in 241. *Three hours classroom and four hours laboratory a week. Prerequisite: 241.*

**244. Equilibrium Systems** The fundamentals of chemical thermodynamics and quantitative analysis are introduced as a unifying basis for the discussion and experimental study of chemical equilibrium. The laboratory work will develop skill in making quantitative chemical measurements by a variety of techniques, interpreting the results with simple statistical methods, and reporting them in accepted scientific formats. Three hours classroom and four hours laboratory a week. *Prerequisites: 141, Math 162 or concurrent enrollment, Physics 132 or 142 or concurrent enrollment.*

**341. Energy and Structure** Examines how the Quantum Theory, and in particular the Schrödinger



Equation, makes possible the determination of translational, rotational, and vibrational energies of molecules, and how spectroscopy experimentally determines the energy and hence structure of atoms and molecules. Three hours classroom and four hours laboratory a week. *Prerequisites: 141, Math 162 and Physics 141 or 131, or concurrent enrollment, or permission of the instructor.*

**342. Biochemistry** Introduction to the chemistry of living systems, with emphasis on their molecular structures, chemical properties, metabolic pathways, kinetics, and energetics. The chemical bases for biological phenomena are extensively examined. The laboratory will focus on the methods used to study the properties and behavior of biological molecules. *Six hours classroom/laboratory a week. Prerequisite 242. This course is cross-listed as Biology 342.*

**351, 352. Integrated Laboratory** This course sequence emphasizes extended individual and group projects that cross the traditional boundaries between analytical, biological, inorganic, organic, and physical chemistry. Students use a wide variety of advanced laboratory techniques to solve chemical problems that demonstrate the interdependence of these traditional areas of chemistry. Students are expected to communicate the results of their work in oral and written presentations. *Two four-hour sessions a week. Prerequisites: 351: 242, 244 and 341 or concurrent enrollment. 352: 342 and 351 or concurrent enrollment.*

**355. Advanced Organic Chemistry** Advanced studies in the synthesis, structure elucidation, reaction mechanisms, and literature searches of organic compounds. Laboratory work includes advanced synthetic techniques, modern gas and liquid chromatographic separation, and the use of computer-based infrared, nuclear magnetic resonance, and mass spectrometric instrumentation. Integration of these techniques in practical problem solving is emphasized. *Three hours classroom and four hours laboratory per week. Prerequisite: 242.*

**380. Immunology** A team-taught study of the biological and chemical aspects of the field of immunology. The areas covered include immunochemistry, immunogenetics, cell-mediated immunity, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation. *Also listed as Biology 380. Prerequisite: Biology 112 or Chemistry 242 or Biology 313 or permission of the instructor. Offered every other year.*

**431. Inorganic Chemistry** Atomic and molecular structure, modern principles of chemical bonding, chemical trends and the periodic table, coordination chemistry, reaction mechanisms of ligand substitution, transition metal chemistry, and chemistry of selected transition and representative elements. Three hours classroom a week. *Prerequisite: 341.*

**442. Case Studies in Biochemistry** Topics, such as prion proteins and DNA repair, will be used to reinforce basic concepts in Biochemistry in addition to exposing students to the current literature. The course will consist of a combination of lectures, discussions, and student presentations. *Three hours classroom a week. Prerequisite: Biology/Chemistry 342.*

**490. Advanced Topics in Chemistry** Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics, and catalysis. Three hours classroom a week. *Prerequisite: Permission of the instructor.*



## CHINESE

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See East Asian Studies

## CLASSICAL STUDIES

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### FACULTY

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**R. Leon Fitts**, Asbury J. Clarke Professor of Classical Studies, Chair

**Christopher A. Francese**, Assistant Professor of Classical Studies

**Marc Mastrangelo**, Assistant Professor of Classical Studies

### CONTRIBUTING FACULTY

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**Melinda Schlitt**, Associate Professor of Fine Arts

**Ted Pulcini**, Associate Professor of Religion

### MAJOR

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A major in Classical Studies consists of ten courses, in one of the following combinations:

- A. 6 courses in Latin above 102, including at least one at the 300 level, 2 courses in Greek at any level, and two other courses in classical civilization.
- B. 6 courses in Greek above 102, including at least one at the 300 level, plus 2 courses in Latin, and two other courses in classical civilization.
- C. 8 courses in Latin above 102, including at least one at the 300 level, and two other courses in classical civilization.
- D. 8 courses in Greek above 102, including at least one at the 300 level, and two other courses in classical civilization.

### MINOR

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A minor in Classical Studies consists of six courses, in one of the following combinations:

- A. Five courses in Latin above 102, including one at the 300 level, and one other course in classical civilization
- B. Five courses in Greek above 102, and one other course in classical civilization.
- C. Three courses in Latin or Greek above 102, and three other courses in classical civilization.

### TEACHER CERTIFICATION

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Certificates for secondary teaching of both Latin and Greek are offered. Interested students should contact the department. Students planning secondary school teaching are urged to seek advice from the Director of Teacher Education.

### INDEPENDENT STUDIES AND DEPARTMENTAL HONORS

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Independent studies and honors projects are available. Contact the department chairperson for details.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Many majors have taken advantage of the Intercollegiate Center in Rome, a special school for study of the



classics and art history. Here all instruction is carried on in English, by American professors and under the American system.

The department also offers opportunity in the summer for students interested in archaeology, as well as, travel opportunities in Italy and Greece. Contact the department chairperson.

## COURSES

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### GREEK

\*101, 102. **Beginning Attic Greek** All the fundamentals of Greek grammar and syntax as well as the acquisition of vocabulary. By the conclusion of the second semester students will be prepared to read classical authors in the original.

111. **Introduction to Greek Prose** Review of syntax and selected readings from Plato, Attic oratory, or other prose authors. Discussion of literary techniques and supplemental readings in English provide historical and cultural context. *Prerequisite: 102 or the equivalent.*

112. **Introduction to Greek Poetry** Selected readings from Homer with emphasis on poetic style and composition. Supplementary readings in English help stimulate discussion of literary, historical, and cultural topics regarding epic poetry. *Prerequisite: 102 or the equivalent.*

221. **The Greek New Testament** Readings in Greek from the Gospels and the Apocalypse. Consideration is given to syntax and style, the characteristics of Koine Greek, and the thought and intention of the writers. Gospels and Apocalypse in alternate years. *Prerequisite: 102 or the equivalent.*

222. **Philosophical Writers** Readings in Greek Philosophy including authors such as the Presocratics, Plato, Aristotle, or others. Supplementary readings in English provide historical context and an introduction to certain issues in ancient philosophy. *Recommended: 112 or the equivalent.*

233. **Herodotus** Selected readings from The Persian Wars, supplemented with reading of the text in English. Attention is paid to the nature of history and historical writing. *Recommended: 112 or the equivalent. Offered every two years.*

234. **Greek Tragedy** A play from the corpus of Aeschylus, Sophocles, or Euripides will be read. Readings in English focus discussion on the authors' poetic style, purpose, and the historical context within which the writing occurred. *Prerequisite: 112 or the equivalent. Offered every two years.*

331. **Thucydides** Selected readings from The Peloponnesian Wars, supplemented with reading of the text in English. Particular attention is paid to issues of historiography and Thucydides' place among historians. *Prerequisite: one course at the 200 level or the equivalent. Offered every two years.*

332. **Greek Comedy** Play(s) from the corpus of Aristophanes will be read. Readings in English help stimulate discussion of structure, technique and political-historical context of Aristophanes' comedy. *Prerequisite: at least one course at the 200 level or the equivalent. Offered every two years.*

393, 394. **Seminar** Readings and conferences on selected areas of Greek literature. Research skills are emphasized. *Prerequisite: at least one course at the 200 level. Offered occasionally.*

### LATIN

\*101, 102. **First-Year Latin** All the fundamentals of Latin grammar and the study of vocabulary. These courses prepare students to read classical authors in the original.

111. **Introduction to Roman Prose** Review of syntax and selected readings from prose authors, with study of literary technique and discussion of supplementary readings in English. *Prerequisite: 102 or the equivalent.*

112. **Introduction to Roman Poetry** Selected readings from Catullus and Ovid, with focus on poetic technique, and discussion of supplementary readings in English. *Prerequisite: 102 or the equivalent.*



233. **Roman Historians** Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values. *Prerequisite: 112 or the equivalent.*
234. **Ovid** Selections from the *Metamorphoses* with study of the more important Greek and Roman myths and their modern reception. *Prerequisite: 112 or the equivalent.*
241. **Early Christian Latin** Selections from Augustine's *Confessions*, Prudentius' *Psychomachia*, and/or the corpus of Claudian and Ausonius. Attention is paid the intellectual and literary culture of the late 4th century AD. *Prerequisite: 112 or the equivalent. Offered every two years.*
242. **Vergil, Aeneid** Selections from the epic, with emphasis on Vergil's literary aims and technique. *Prerequisite: 112 or the equivalent. Offered every third years.*
331. **Cicero** Letters and speeches, with stress on the political life of the age of Cicero. *Prerequisite: at least one course at the 200 level. Offered every third year.*
343. **Lyric and Elegy** Selections from Horace and elegists such as Propertius and Tibullus, with focus on their literary technique and tradition. *Prerequisite: at least one course at the 200 level. Offered every two years.*
351. **Tacitus** Readings in the *Annals*, with emphasis on Roman historiography, Tacitus as historian and historical source. *Prerequisite: at least one course at the 200 level. Offered every third year.*
352. **Roman Satire** Readings from the satires of Juvenal or Horace with study of Roman social life in the early Principate. *Prerequisite: at least one course at the 200 level.*
- 393, 394. **Seminar** Readings and conferences on selected areas of Latin literature. Emphasis on research skills. *Prerequisite: at least one course at the 200 level. Offered occasionally.*

## CLASSICAL CIVILIZATION

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200. **Special Topics in Classical Civilization** This course undertakes topics, issues, and texts in Classical Civilization which are not otherwise offered in the Classical Studies Curriculum. The areas may include literary, historical, or philosophical topics from Bronze Age Greece to Christian Rome. *Will meet either Division I or Division II distribution requirement depending upon topic. Prerequisite: one other class in Classical Studies or permission of the instructor.*

### Classical Literature and Mythology

100. **Greek and Roman Mythology** A general introduction to the texts and narratives of the chief myths of Greece and Rome and their impact on Western civilizations with special reference to the fine arts: music, sculpture, painting, and literature. *This course will fulfill neither a distribution nor a major requirement.*

110. **Tragedy and Comedy in Greek Literature** This course begins with a study of tragic and comic elements in the Homeric *Illiad* and *Odyssey*. The formal origins of Greek Tragedy and Comedy are then traced. There are extensive readings in the tragedies of Aeschylus, Sophocles, and Euripides, and in the comedies of Aristophanes and Menander. The course includes a careful consideration of Aristotle's *Poetics* and a review of some modern theories on the nature and significance of tragedy and comedy in ancient Greece. The literature is read in English translation. *This course will fulfill a literature requirement in the arts and humanities distribution requirement. Offered every other year.*

120. **Roman Private Life** Aspects of Roman History (c. 100 BC to AD 100), including family, role and power of women, sexuality, slavery and its variants, work, the environment and its pollution, medicine, reproduction and its management, religion, philosophies, magic, gladiatorial and animal shows, and chariot racing. Readings include modern historians and primary documents (in translation). *Offered every two years.*

130. **Women in Antiquity** This course examines the lives and roles of women in three periods of Greco-Roman antiquity: Classical Greece, Late Republic/ Early Empire Rome, and Early Christian Rome. Topics



include the ancient construction of gender, sexuality, marriage, and the social and legal status of women. Literary and artistic remains provide the basis of writing and discussion which will be informed by current anthropological and feminist approaches. *Offered every two years.*

## CLASSICAL ARCHAEOLOGY

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221. **Greek Archaeology** A survey of the archaeology of ancient Greece from ca. 4000 to 323 B.C. Particular attention is devoted to the development of Greek civilization and culture as seen through architecture, art, pottery and town planning. *Offered every other spring.*

224. **Roman Archaeology** A survey of the archaeology of ancient Italy ca. 800 BC to AD 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. *Offered every other spring.*

## CLASSICAL HISTORY

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251. **Greek History** A survey of the history of ancient Greece from 700 to 400 BC. Particular attention is devoted to the relationship of Sparta and Athens, the development of democracy and the cultural achievements of the fifth century BC. *Offered every other fall.*

253. **Roman History** A survey of the history of ancient Rome from 133 BC to AD 69. Particular attention is devoted to issues and men who brought about the fall of the Republic and the creation of the Empire of Rome. *Offered every other fall.*

The following courses are offered abroad:

211. **Roman Vistas** A four-week course conducted in Italy (the Bay of Naples; Rome and its environs). The course is designed to integrate the study of ancient sites and artifacts with relevant readings from Latin literature. *Admission by permission of the instructor.*

212. **Greek Vistas** A four-week course conducted in Greece and Crete. The course is designed to integrate study of ancient sites and artifacts with relevant readings from Greek authors. *Admission by permission of instructor.*

301. **Fieldwork in Classical Archaeology** Archaeological excavation for four to six weeks in a selected location of the ancient Greek and Roman worlds. The dig provides training for students who have had no previous experience in the techniques of field archaeology. Past excavations sponsored by the department have concentrated in Northern England, at Iron Age and Roman sites. The excavation is a joint Project with the University of Durham, Durham, England. *Admission by permission of the instructor. Offered in the summer of 2000.*



## COMPARATIVE CIVILIZATIONS

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Harry D. Krebs, Professor of East Asian Studies, Coordinator

### COURSES

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**102. Selected Problems in Civilizational Analysis** Exploration of some problem of general human significance as it has been dealt with by two or more of the world's major civilizations.

**105. Non-Western Civilizations** A sustained study of a particular non-Western civilization: India, China, Japan, civilizations of the Middle East, Africa, or ancient America.

**200. Special Topics in Non-Western Studies** Exploration of topics of general human significance as they have been dealt with in one or more of the world's non-Western civilizations.

**490. Issues in Comparative Civilizational Studies** A faculty-student seminar intended for the joint discussion of questions of method and substance arising in the comparative study of civilizations. *Prerequisite: Permission of the instructor(s).*

No major or minor is offered in the program. Interested students should explore the feasibility of a self-developed major, proposed in cooperation with the Committee on Comparative Civilizational Studies.

## COMPUTER SCIENCE

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See Mathematics and Computer Science.



# EAST ASIAN STUDIES

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## FACULTY

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Harry Krebs, Professor of East Asian Studies

Rae Yang, Associate Professor of Chinese Language and Literature and East Asian Studies, Chair

Wakaba Tasaka, Assistant Professor of Japanese Language and Literature

Neil Weissman, Dean of the College, Professor of History

David Strand, Professor of Political Science

Ann M. Hill, Associate Professor of Anthropology

Michael J. Fratantuono, Associate Professor of International Business and Management

Dengjian Jin, Assistant Professor of International Studies

Etsuko Inoguchi, Visiting Instructor of Japanese Language

## MAJOR

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11 courses.

### Required Courses:

1. Japanese 211, 212 or Chinese 211, 212
2. (Students must take three of the following four courses)
  - East Asian Studies 101
  - History 120
  - Religion 130
  - Political Science 254
3. East Asian Studies 490

**Electives:** (Students will select five of the following courses, no more than two from one group for credit toward the major.)

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|---|---|
| <ol style="list-style-type: none"> <li>1. Fine Arts 208               <ul style="list-style-type: none"> <li>Fine Arts 210</li> <li>East Asian Studies 201</li> <li>East Asian Studies 202</li> <li>East Asian Studies 203</li> <li>East Asian Studies 205</li> <li>Religion 230</li> <li>Religion 330</li> <li>Philosophy 246</li> </ul> </li> <li>2. Japanese 231, 232, 361, 362               <ul style="list-style-type: none"> <li>Chinese 231, 232, 361, 362</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>3. East Asian Studies 206               <ul style="list-style-type: none"> <li>Anthropology 230</li> <li>Anthropology 231</li> <li>Anthropology 232</li> <li>Comparative Civilizations 105 (when topic relevant)</li> <li>Economics 245</li> <li>History 360</li> <li>History 361</li> <li>History 215</li> <li>History 404 (when topic relevant)</li> <li>Political Science 255</li> <li>Political Science 290 (when topic relevant)</li> <li>Other courses in South or Southeast Asia</li> </ul> </li> </ol> |
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## COURSES

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**101. Introduction to East Asia** An interdisciplinary study of East Asian civilizations. The course provides a framework for understanding by introducing students to traditional social and cultural patterns in East Asia and to the variety of transformations that have taken place there.

**201. Chinese Literature** This course enables students to grasp the various literary genres as they developed in Chinese history from earliest times to the present. The course also explores how that literature reflected and directed Chinese cultural concepts.

**202. Japanese Literature** This course is an introduction to Japanese literature from its earliest written records up to the modern era. It involves an investigation of the problems of critical literary analysis in a culture that has generated its own genres and forms as well as having borrowed extensively from those of its Chinese and Western neighbors.

**203. Studies in East Asian Literature** Selected topics in East Asian Literature; e.g., Chinese Women in Literature, Modern Japanese Literature, Pre-Modern Japanese Literature.

**205. Studies in East Asian Humanities** Selected topics in East Asian humanities: e.g., Japanese Women, Modern China through Film, Women's Images in Chinese Film, Japanese Architecture. *This course satisfies the Division I.A. or Division I.C. distribution requirement, depending on topic and Comparative Civilizations.*

**206. Studies in East Asian Society** Selected topics in East Asian society: e.g., Modern Japanese Culture, Chinese Society, Chinese Emperors, The Chinese City. *This course satisfies the Division II and Comparative Civilizations distribution requirement.*

**490. Senior Research** Leading to a senior thesis and jointly supervised by at least two faculty in the program.

## CHINESE

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## COURSES

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**101, 102. Elementary Chinese** A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills. *Offered every other year, depending upon demand.*

**\*211, 212. Intermediate Chinese** An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture. *Prerequisite: 102, or the equivalent. Offered every other year, depending upon demand.*

**\*231, 232. Advanced Chinese** Advanced reading, writing, speaking, and understanding of the Chinese language for students who have completed Chinese 212. This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion. *Prerequisite: 212 or the equivalent.*

**\*361, 362. Advanced Chinese II** Reading of selected literary works by modern Chinese writers and articles from Chinese newspapers and magazines. These courses involve more sophisticated conversation and composition on important social, political, and economics issues in China. *Prerequisite: 232 or permission of the instructor.*



## JAPANESE

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### COURSES

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\*101, 102. **Elementary Japanese** These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.

\*211, 212. **Intermediate Japanese** The aim of these courses is the mastery of the basic structure of Japanese language and communicative skills. The student will have an opportunity to get to know more of Japanese culture. *Prerequisite: 102 or permission of the instructor.*

\*231, 232. **Advanced Japanese** The emphasis in these courses is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion. *Prerequisite: 212 or permission of the instructor.*

\*361, 362. **Advanced Japanese II** The emphasis in these courses is placed on polishing and refining the students' language skills. Emphasis is placed on covering more sophisticated materials such as newspapers, magazine articles, film and literature. *Prerequisite: 232 or permission of the instructor.*



## ECONOMICS

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### FACULTY

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**Charles A. Barone**, Professor of Economics  
**Gordon Bergsten**, Associate Professor of Economics  
**William K. Bellinger**, Associate Professor of Economics  
**Sinan Koont**, Associate Professor of Economics, Chair  
**Edward A. McPhail**, Assistant Professor of Economics  
**Kristin E. Skrabis**, Assistant Professor of Economics (on leave 1999-2000)  
**Laurie T. Johnson**, Visiting Assistant Professor of Economics

### CONTRIBUTING FACULTY

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**Stephen E. Erfle**, Associate Professor of International Business and Management  
**Michael J. Fratanuono**, Associate Professor of International Business and Management

### MAJOR

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Economics 111, 112, 268, 278, 288, three other economics electives, and a senior economics seminar are required for the major. Two of the economics electives must be at the 300 level or above. In addition, majors are required to take Math 161 (or 152) and Math 121.

### MINOR

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Six economics courses including 111 and 112 and four other economics electives at the 200 level or above.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: Fall: 111, and Math 161 (or 151), or Math 121; Spring: 111 or 112 and Math 161(or 152) or Math 121

Second Year: Fall: 111 or 112 or 268, 278, or 288, and Math 161 or Math 121; Spring: 112 and 268, 278, or 288

Third Year: Fall: 268, 278, or 288 and 200 or 300 level economics electives; Spring: 268, 278, or 288 and 200 or 300 level economics electives. Note: There is enough scheduling flexibility for study abroad in the junior year.

Fourth Year: Fall: Senior Seminar and/or 200 or 300 level economics elective; Spring: Senior Seminar and/or 200 or 300 level economics elective

### TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

### INDEPENDENT STUDY

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Each faculty member has special fields of study and will usually be available for advice in that area. No more than two independent study or tutorial study enrollments may be counted toward the major and they must conform to the appropriate level within the major.



## DEPARTMENTAL HONORS

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Any student with a 3.33 average in the major may undertake a two-course independent research project. Departmental honors will be awarded if the two courses are over and above the nine required courses, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed.

## COURSES

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**100. Contemporary Economics** A general introduction to the subject matter and analytical tools of economics as a social science, with particular emphasis on contemporary economic issues such as poverty, inequality, unemployment, inflation, international trade, environmental deterioration, economic growth, competition, and monopoly. Designed for those not intending to major in economics or who want to find out what economics is all about. *This course does not count towards the major or minor in economics. Students who have taken 111 and/or 112 cannot take this course for credit.*

**111. Introduction to Microeconomics** A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made.

**112. Introduction to Macroeconomics** A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions. *Prerequisite: 111.*

**214. A Contemporary Economic Issue** A current economic topic that has important public policy implications is examined. The topic, to vary from time to time, will be announced prior to registration. *Prerequisite: 111 and/or 112 or 100 depending on the topic.*

**222. Environmental Economics** A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. *This course is also cross-listed as Environmental Studies 222. Prerequisite: 111 or 100.*

**223. Political Economy of Capitalism** The theory of political economy, drawing on radical, institutional, and Post-Keynesian intellectual traditions, are explored as a way of understanding the dynamics of contemporary capitalism. Power and class conflict are examined. Applied topics are chosen from the following: race and gender oppression, economic decline and stagnation, poverty and inequality, global expansion and domination, and economic democracy. *Prerequisite: 100 recommended but not required.*

**225. Poor in America** This course explores the cultural and ideological basis of American beliefs about economic inequality and poverty as well as the nature, extent, and causes of poverty. It focuses on labor markets from economics and political economy perspectives, and it covers human capital and education, job availability and skill requirements; race, class, and gender discrimination; and upward and downward mobility. The history of anti-poverty and welfare policy, as well as current policy debates, is also explored. *Prerequisite: 100 or 111 recommended but not required.*

**234. Economic Anthropology** An anthropological approach to economic production and exchange. Focus



on non-Western societies where production and distribution of goods are institutionalized within political, religious, and kin groups. Place of markets in societies cross-culturally. Strategies of economic development and the consequences for rural poverty. *This course is taught by the anthropology department and cross-listed as 334. Prerequisite: 100 or 111/112. Anthropology 101 is recommended.*

**236. Latin American Economies** The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. *Prerequisite: 100 or 111/112, or permission of the instructor.*

**243. The Economics of Labor Unions** The exploration of the determinants of labor union power, the nature of union goals and behavior, and the impact of unions on the economy, as well as recent issues affecting the labor movement. These issues are examined through a review of historical events, the labor relations systems of other countries, and U.S. labor law, as well as institutional and neoclassical economic theory. *Prerequisite: 111.*

**244. Law and Economics** Economic analysis is playing an increasing role in legal thought. This course analyzes the role of government and the law in the economy, and the role of rational economic analysis in legal thought. Issues from tort, contract, property, antitrust, and criminal law are examined. Examples are drawn from the fields of pollution control, insurance, medical malpractice, and product liability. *Prerequisite: 100 or 111.*

**245. The Political Economy of Japan** This course examines economic and political developments that have taken place in Japan from 1955 to the present. Course topics include the record of economic growth; economic welfare; the Japanese model of political economy; Japanese-style industrial policy; industrial structure; financial markets; macroeconomic relationships and policy; labor markets; the state of technology; Japanese foreign economic policy; U.S.-Japanese economic relationships; and Japan's role in the global system.

**248. The World Economy** This course, designed for nonmajors, is less theoretical than Economics 348. The focus is on current trends, policies, and institutions. Topics that are explored include: the theory of free trade; protectionism; the balance of payments and the international monetary order; the Common Market; trade policy and the Third World; and imperialism and multinational corporations. Where appropriate, a variety of viewpoints will be considered. *Prerequisite: 100 or 111/112. This course does not count toward the major in Economics, but qualifies for the minor.*

**268. Intermediate Macroeconomic Theory** Neoclassical theories of economic behavior in the aggregate. Models will be used as a framework for analyzing the determination of the level of national output and for explaining fluctuations in employment, the price level, interest rates, productivity, and the rate of economic growth. Policy proposals will be appraised. *Prerequisite: 111 and 112 and Math 121.*

**278. Intermediate Microeconomic Theory** Neoclassical theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners. *Prerequisite: 112 and Math 161 or 152.*

**288. Contending Economic Perspectives** A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised. *Prerequisite: 100 or 111/112.*

**314. Special Topics** See Economics 214 above. Special advanced topics. *Prerequisite: 268 and/or 278 and/or 288 depending on topic.*

**332. Economics of Natural Resources** This course uses microeconomics to analyze the use and conservation of natural resources, including energy, minerals, fisheries, forests, and water resources, among others.



Broad themes include the roles of property rights, intergenerational equity, and sustainable development in an economy based on resource exploitation. *Prerequisite: 278.*

**344. Public Finance** Theoretical analysis of the interaction of the public and private sectors emphasizing problems of allocation and distribution. Topics include economic rationales for government, public expenditure theory, redistribution of income, collective decision making, and taxation. Neoclassical approaches predominate; however, some alternative approaches will be explored. *Prerequisite: 278 or permission of the instructor.*

**347. Money and Banking** A study of the role of money and credit in the U.S. economy. The nature of money, the structure of the banking system in the context of a rapidly changing financial institutional environment, and the Federal Reserve System are examined. Various theories of money as guides to monetary policy are compared and contrasted. Neoclassical approaches will predominate, although some alternative approaches will be explored. *Prerequisite: 112 or 100. Recommended: 268.*

**348. International Economics** An analysis of the determinants of international trade patterns, the causes and consequences of public policies to control trade, the operation of the international monetary system, and its effect on national economies. In addition, rich and poor country relationships, theories of imperialism, and the emerging role of multinational corporations are considered. While the neoclassical approach dominates, alternative paradigms will be explored. *Prerequisite: 268 and 278.*

**349. Political Economy of the Third World** An analysis of the causes of and proposed solutions to world poverty from an international political economy perspective. Includes a study of the colonial legacy of the Third World, underdevelopment as a regressive process, alternative development strategies, social and political structures, and simple growth and planning models. Neoclassical, structuralists, dependency, and Marxist approaches are explored. Designed for economics majors and other students interested in international studies and Latin American Studies. *Prerequisite: 111 and 112, or 100. Offered every other year.*

**350. Industrial Organization and Public Policy** A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation is also covered. Debate within the main stream is examined. *Prerequisite: 278.*

**351. The Economics and Politics of Regulation** This course examines the political and economic underpinnings of regulation in the American economy and the economic effects of those regulations. Topics covered include the political economy of regulation, direct regulation of monopoly market, and public policy towards non-monopoly sources of allocative inefficiency. *Prerequisite: 278.*

**353. The Economics of Labor** An analysis of labor market issues and policies. Topics covered include discrimination, anti-discrimination policy, the minimum wage, health and safety policy, and other labor market policies and institutions. While the neoclassical approach dominates, other approaches will be explored. *Prerequisite: 278 or permission of the instructor.*

**371. Topics in Economic History** An introduction to a variety of controversial issues in European and American economic history. Topics include the transition from feudalism to capitalism, the effects of British mercantilist policies on the colonies, the economics of slavery, and what caused the Great Depression. Emphasis is on issues in 19th and 20th century U.S. economic history. A variety of theoretical perspectives are explored. *Prerequisite: 111 and 112.*

**376. Alternative Economic Systems** A study of the goals and means of economic systems that are fundamentally different from our own. The systems considered are both theoretical models, such as those of perfectly competitive capitalism and market socialism, and actual cases, such as the Soviet Union, China, Yugoslavia, Japan, and Cuba. Countries studied vary. *Prerequisite: 111 and 112.*

**473. History of Economic Thought** A critical appraisal of the origins and evolution of significant economic theories. Selected writings are analyzed in detail as representative expressions of major paradigms within the discipline. *Prerequisite: 111 and 112.*



474. **Econometrics** Theory and applications of multiple regression analysis. The specification and estimation of econometric models, hypothesis testing, and interpretation of results. Emphasis is on practical applications from macro- and microeconomics using both cross-section and time-series data. *Prerequisite:* 268, 278, *Math 121 and 161 or 152.*

475. **Mathematical Economics** Selected topic, to be announced prior to registration, in theoretical or applied economics, using mathematical or statistical techniques. *Prerequisite:* 268 and/or 278 *plus Math 161 or 152 or permission of the instructor.*

495, 496. **Economics Seminar** A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department. *Prerequisite:* 268, 278, and 288 *or permission of the instructor.*



# EDUCATION

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## FACULTY

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**Cheri L. Quinn**, Associate Professor of Education and Director of Teacher Education

**Mara Donaldson**, Associate Professor of Religion, Acting Chair, Committee for the Education Department

**Michael B. Kline**, William W. Edel Professor of Humanities (French)

**Janet Wright**, Associate Professor of Biology

**Sue A. Daggett**, Instructor in Education

**Robert W. Cavenagh, Jr.**, Director of Instructional Technology, Part-time Associate Professor of Fine Arts and Education

**Robert J. Massa**, Vice President for Enrollment Management and College Relations, Part-time Professor of Education

## MAJOR

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Upon completion of the professional semester, students receive Pennsylvania's secondary school (grades 7-12) certification in their subject areas. Pennsylvania has some form of reciprocity agreement with 36 other states. The department does not offer a major or a minor. Because Pennsylvania is in the process of changing some of its certification requirements, students interested in the program should contact Professor Quinn during the first semester of their sophomore year.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Begin Major Field, Education 121

Second Year: Education 231; Application to the program

Third Year: Education 331

Fourth Year: Professional Semester

## TEACHER CERTIFICATION PROGRAM

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The teacher education program consists of (1) foundational coursework and (2) the professional semester in teacher education. Certification programs include biology, chemistry, earth and space science, English, environmental science, French, general science, German, Greek, Italian, Latin, mathematics, physics, Russian, social studies, and Spanish. Majors in American studies, anthropology, economics, history, political science, psychology, Russian area studies, and sociology are eligible for the social studies certificate, although additional approved courses from each social science area are required. The various components of the program are in keeping with Pennsylvania Department of Education standards.

### FOUNDATIONAL COURSEWORK

Ed. 121: Social Foundations of Education; Ed. 231: Development and Diversity; Ed. 331: Educational Psychology *For those seeking Elementary Education Certification through the CPC, please make an appointment with the department chair during your first semester.*

### PROFESSIONAL SEMESTER

Ed. 433: Theory and Pedagogy for Teaching; Ed. 434: Theory and Techniques of Teaching Modern Languages (one-half course for language majors); Ed. 443: Educational Evaluation (one-half course); Ed. 451: The Use of Instructional Technology (one-half course); Ed. 461-462: Student Teaching (two courses); Ed. 463: Student Teaching Seminar (one-half course)



## COURSES

**121. Social Foundations of Education** A survey of the legal, philosophical, political, and sociological contexts of American education. Students examine the ideals and the day-to-day practices of our system through introduction to research on the following topics: competing definitions of an educated person, the university and the community college, the comprehensive high school, school politics at the local, state, and national levels, the Supreme Court and desegregation, reform movements, and the teaching profession and teachers' unions.

**231. Development and Diversity in Education** Students will examine physical, cognitive, psychological and educational development theories and research as they apply to classroom teaching. Issues related to inclusion, exceptionalities, race, class, gender, and learning styles will be explored. Students will learn adaptive instructional and behavioral strategies as tools for teaching all students at the elementary and high school levels. The course has a 20 clock hour required field experience. The field-component involves assignment with a cooperating teacher in an area elementary or secondary school or a special education setting. Transportation is the responsibility of the student. Learning logs, reflective journals, and directed observations accompany the field assignment. Note: *Students must seek an Act 33 clearance, Act 34 clearance and/or FBI check and a negative TB Tine Test prior to beginning field work.*

**331. Educational Psychology** This course combines the psychological theories of learning with current teaching practices in secondary school classrooms. Students will read, interpret, and report educational research, review models of instruction, engage in team projects, and complete a 30-hour field-based laboratory experience. The field-component involves assignment with a cooperating teacher in an area secondary school. Transportation is the responsibility of the student. Learning logs, reflective journals, and directed observations accompany the field assignment. *Prerequisites: 121, 231, and a completed application to the certification program. In addition, students must seek an Act 33 clearance, Act 34 clearance and/or FBI check with a negative TB Tine Test prior to beginning field work.*

**391. Topics in Education** This course is organized around several research topics, such as: literacy and numeracy, schooling in cities, the history of Western educational thought, the liberal arts curriculum, systems of schooling in European and Asian countries, graduate and professional schools, the testing industry, political education, and the Supreme Court and public schooling. *Open to juniors and seniors.*

## THE PROFESSIONAL SEMESTER

**433. Theory and Pedagogy for Teaching** In this practicum student teachers learn and practice the general and discipline-specific methods for teaching in a secondary setting. Choosing appropriate materials and methods, planning for delivery and evaluation, and delivery and critique of planned lessons comprise the daily expectations in this practicum. During the block, students spend one day each week in the cooperative school setting preparing for the full-time teaching experience. *Prerequisite: 121, 231, 331, and admission to the professional semester.*

**434. Theory & Technique of Teaching Modern Languages** This one half-credit course will introduce foreign language student teachers to theoretical and practical aspects of teaching modern languages, with special emphasis on their place in public schools. Students will study the history of language teaching, linguistics, and second-language acquisition theories, as well as the approaches, methods, and strategies in language instruction. The instructor will observe and consult with students during the students' teaching practicum. *Prerequisite: 121, 231, 331, and admission to the professional semester: one-half course.*

**443. Educational Evaluation** An introduction to evaluation principles and techniques focusing upon both teacher-constructed tests and standardized measurement instruments including testing terminology, types of instruments, selection procedures, and techniques for administering, scoring, tabulating, and interpreting test data. Concepts related to reading in the content area will be included in this course. *Prerequisite: 121, 231, 331, and admission to the professional semester: one-half course.*

**451. The Use of Instructional Technology** An introduction to devices, techniques, and media available to



today's educator. Computer use is an important course component, as are video and more traditional media. Students prepare materials and gain experience through clinical workshop sessions. *One-half course.*

461-462. **Student Teaching** Students teach full-time for 12 weeks in the cooperative assignment. Note: the semester is one week longer for student teachers, ending on the first Friday of finals. Both the College supervisor and the cooperating teacher provide observation and evaluation of student teacher performance. Travel and personal expenses incurred are the responsibility of the student. *Two full courses. Prerequisite: 121, 231, 331, admission to the professional semester, and successful demonstration of necessary teaching competencies in all block courses.*

463. **Student Teaching Seminar** An integrative seminar devoted to the on-going study of teaching pedagogy and practical problem solving in the classroom assignment. Topics vary depending on the interests and needs of the students, but may include professional associations, content-specific pedagogy, exceptional children and inclusion issues, education resources, and classroom management. Field trips and guest lectures are expected. *One-half course. Meets 13 weeks, one afternoon for two hours coinciding with student teaching. Prerequisite: admission to the professional semester.*



## ENGLISH

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**Kenneth M. Rosen**, Professor of English

**Sharon O'Brien**, James Hope Caldwell Professor of American Cultures and Professor of English and American Studies

**Thomas L. Reed, Jr.**, Thomas Beaver Professor of English Literature

**Robert P. Winston**, Professor of English (Director of Dickinson Program in England 1998-2000)

**B. Ashton Nichols**, Professor of English (on leave Spring 2000)

**William A. Harms**, Associate Professor of English (on leave Fall 1999)

**David L. Kranz**, Associate Professor of English

**Robert D. Ness**, Associate Professor of English

**K. Wendy Moffat**, Associate Professor of English, Chair

**Sharon M. Stockton**, Associate Professor of English and Director of Writing

**Carol Ann Johnston**, Associate Professor of English

**Susan Perabo**, Assistant Professor of English, Writer-in-Residence

**Amanda D. Kemp**, Assistant Professor of English and American Studies

**Judy Gill**, Director of the Writing Center, Instructor in English

**Tyra L. Seldon**, Instructor in English and American Studies

**Sabine Engel**, Visiting Instructor in English

**Betsy K. Emerick**, Dean of Educational Services, Part-time Associate Professor of English

## MAJOR

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Ten courses, of which the following are required: two at the introductory level (101, 220), four advanced courses (320-399) and 403, 404. Two of the advanced courses must involve study of works created before 1800; two, of works created after 1800.

Students may declare an English major in the semester in which they are enrolled in English 220. When they declare, students and their faculty advisers will jointly design a schedule of advanced courses which, taking into account student interests, offers some breadth in approach and subject matter while enabling an examination of a particular area in some depth. Students will be polled before their senior experience about these areas of interest; seminars will be offered in these or related areas; workshops will group students according to their areas of interest.

Transfer students and others who need a special schedule for completing the major must have their programs approved by the chairperson.

## MINOR

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Six courses, including the two introductory courses (101, 220) and a minimum of three courses at the advanced literature level (320-399), at least one of which must involve works written before 1800.

## TEACHER CERTIFICATION

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Majors who wish to secure certification must take the following courses, preferably before enrolling in the professional semester of teacher certification: English 211, 212, or 214; English 213; English 312.

## INDEPENDENT RESEARCH AND INDEPENDENT STUDY

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Independent research is open to junior and senior majors. Independent studies in both literature and writing are open to sophomores, juniors, and seniors. The department distributes a list of professors and their specialties to assist students in developing suitable projects. Proposals are normally submitted during the



semester before the study is to be undertaken.

## DEPARTMENTAL HONORS

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A student who wishes to be considered for departmental honors must be recommended by the faculty member who is instructing the section of 403/404 in which the student is enrolled. Each candidate must produce a manuscript of truly extraordinary merit (breadth, depth, and sophistication), beyond the normal standards of the grade of "A." A project recommended for honors shall have come about as a result of one's independent research culminating during the workshop semester (404), and shall be awarded only by a vote of the English Department upon the recommendation of a faculty committee appointed by the Chair.

An additional option exists for students who wish to pursue honors in a creative writing project. In this case, the project will be called English 550: Independent Research and shall be undertaken in addition to the regular 403/404 sequence. The student assumes the responsibility to locate appropriate faculty direction for such a project, and at its conclusion the director shall decide whether or not to recommend the student's work for honors.

## INTERNSHIPS

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Students who are interested should gain experience by writing for *The Dickinsonian* or *The Dickinson Review*, the college's literary journal. English majors have done internships with state and local government agencies, newspapers, public relations firms, and the media.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors and prospective majors should investigate opportunities early in their sophomore year. The Dickinson Program in Norwich, England, and other overseas programs can be integrated into an English major's curricular requirements. The department chairperson should be contacted for details.

## CO-CURRICULAR PROGRAM

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### BELLES LETTRES SOCIETY

Founded in 1876, the Belles Lettres Society is one of the oldest active literary societies in the country. In addition to sponsoring a variety of events for Dickinson writers and readers, Belles Lettres publishes *The Dickinson Review*, a national literary magazine, and *Bonfire*, an all-student literary magazine.

## COURSES

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### INTRODUCTORY COURSES

These courses are designed to introduce students to serious literary study from a variety of perspectives, both intrinsic and extrinsic. They consist of entry-level courses in the major, the first of which is also offered for students who do not intend to major in English.

**101. Texts and Contexts** Close reading (formal analysis) of texts interpreted in the contexts (e.g., cultural, historical, biographical, economic, political) that shape and are shaped by them. Topics may include the African novel, early American literature, Caribbean literature, Shakespeare on film, the romance, the quest, images of women, 19th century literature, contemporary American fiction, and American Indian literature.

**220. Critical Approaches and Literary Methods** An introduction to the variety of basic questions that one may ask about a literary text and its audience. Study of a limited selection of texts using a number of criti-



cal approaches (e.g., formal, generic, reader-response, feminist, psychological) along with closely supervised instruction in the format and basic elements of critical writing. *Prerequisite: 101. Does not fulfill the Division I. b distribution requirement.*

## RHETORIC, LANGUAGE, AND WRITING COURSES

These courses, open to majors and non-majors alike, explore the nature of language and the rhetorical practices of expository and/or creative writing. *These courses do not fulfill the Division I. b distribution requirement.*

**100. English Composition** Especially useful to students for whom English is a second language. Seminars, small group tutorials, or individualized instruction involving closely supervised practice in effective writing, with emphasis on basic skills. *Prerequisite: permission of the instructor. Does not count toward an English major.*

**211. Expository Writing** A course in expository prose which focuses on the writing process itself, emphasizing the organization of ideas and development of style. Seminars, group tutorials, or individual instruction.

**212. Writing: Special Topics** A course in analytical thinking and writing which develops expository skills through the exploration of such topics as literature, popular culture, sport in American life, and journalism. Seminars, workshops, group tutorials, or individual instruction.

**213. History and Structure of the English Language** The origin and growth of British and American English, along with a survey of grammatical notions and methodologies from the traditional to the transformational.

**214. Teaching Writing: Theory and Practice** Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program. *Prerequisite: permission of the instructor.*

**218. Creative Writing** A workshop on the writing of fiction, poetry, drama, or the personal essay.

**312. Advanced Expository Writing** Recommended for students with demonstrated competence in writing skills, this course pays special attention to sophisticated critical analysis, development of ideas, and style. *Prerequisite: permission of the instructor on the basis of a writing sample.*

**318. Advanced Creative Writing** Writing and discussion of fiction, poetry, and drama. *Prerequisite: 218 or permission of the instructor.*

## ADVANCED COURSES IN LITERATURE, THEORY, AND FILM

These courses represent extended discussions of the various questions that can be asked in literary studies, or expanded versions of the critical approaches that can be undertaken, and are so organized below. These courses will often emphasize, moreover, the conflicts among different critical perspectives and may feature a number of pedagogical innovations to further that emphasis. Finally, these courses will ask students to participate, orally and in writing, at advanced levels. *NOTE: for all 300-level American literature courses, prerequisites are 220 or American Studies 201 (American Studies majors only) or permission of the instructor.*

**Studies in Literature and Theory (320-329)** Courses that highlight one or two critical perspectives in considering a body of literature or explore one or more literary theories.

**320. History of Literary Theory** A historical survey of Western conceptions of the use and meaning of literature, from Aristotle to the present. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I. b distribution requirement.*

**327. Feminist Theory** Explores the connections between gender and literary expression by considering a variety of feminist theories (e.g., literary, cultural, psychoanalytic, deconstructionist) and primary texts. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I. b distribution requirement.*

**329. Special Topics in Literature and Theory** May include Shakespeare and psychology, word and image, the dark side of human nature, new historicism and the romantics, or Marxist approaches to the detective



novel. *Prerequisite: 220 or permission of the instructor.*

**Studies in Form and Genre (330-339)** Courses that focus upon the formal properties of various works, or study genres as they develop within or across historical periods and/or cultures.

334. **The Lyric** The lyric poem as English and American poets developed it from the 17th through the 20th century. *Prerequisite: 220 or permission of the instructor.*

335. **Film Studies** Study of classic and other films grouped in a variety of ways. Topics may include Shakespeare and the cinema, world film, and the European cinema. *Prerequisite: 220 or permission of the instructor.*

339. **Special Topics in Form and Genre** May include Renaissance tragedy, the romance, development of the novel, 17th-18th century satire and its classical models, or autobiography and memoir. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and Culture (340-349)** Courses that emphasize the interplay of texts and their cultural or multicultural contexts.

345. **Women Writers** Explores the connections between gender and literary expression by examining the social, cultural, and literary patterns linking the lives of women writers with their works. *Prerequisite: 220 or permission of the instructor.*

348. **Native American Novel** Explores the American Indian experience in the novels of such authors as Momaday, Silko, Welch, McNickle, and Allen. *Prerequisite: 220 or permission of the instructor.*

349. **Special Topics in Literature and Culture** May include new literatures in English, African writing, twice-told tales, the emergence of the novel, Irish literature, and popular literature. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and History (350-389)** Courses that focus upon the intersections and mutual influences of history and literature.

**A. Studies in Literature written before 1800 (350-359)** Courses, variously configured, involving works written by a number of authors within or across a number of literary periods up to 1800.

350. **Studies in Medieval Literature** Explores texts written from the 9th to the 15th century in England and on the continent. Topics may include the medieval romance, 14th century literature, and the literature of courtly love. *Prerequisite: 220 or permission of the instructor.*

352. **Studies in Renaissance Literature** Examines texts written in England from the late 15th to the late 17th century. Topics may include Renaissance drama, the Elizabethan sonnet, and 17th century poetry. *Prerequisite: 220 or permission of the instructor.*

354. **Studies in Restoration and 18th Century Literature** Study of texts written in England from the late 17th to the end of the 18th century. Topics may include the poetry, drama, or prose fiction of the period. *Prerequisite: 220 or permission of the instructor.*

358. **Studies in Early American Literature** Concentrates on texts produced before 1830 in America. Topics may include witchcraft at Salem, early American poetry, fiction in early America, and the origins of the American literary tradition. *Prerequisite: 220 or permission of the instructor.*

359. **Special Topics in Literature before 1800** Focuses on texts and historical contexts that span the periods noted above. Topics may include medieval and Renaissance drama, images of women in medieval and Renaissance literature, Shakespeare's Chaucer, or culture and anarchy in the 18th century. *Prerequisite: 220 or permission of the instructor.*

**B. Studies in 19th and 20th Century Literature (360-379)** Courses, variously configured, which involve, for the most part, works written from the early 19th century to the mid-20th century in Britain (includ-



ing its empire) and the United States.

**360. Studies in 19th Century British Literature** Examines works written by a number of authors in the Romantic and Victorian eras. Topics may include Romantic and Victorian poetry and the 19th century novel. *Prerequisite: 220 or permission of the instructor.*

**364. Studies in Modern Fiction and Poetry** Examines works by a number of authors in the modernist tradition. Topics may include the modern novel or modern Anglo-American poetry. *Prerequisite: 220 or permission of the instructor.*

**366. Studies in Drama** Examines the dramatic literature of the Western world from the formative period of the late 19th century to the middle of the 20th century, with emphasis on performance values and close reading of scripts. Topics may include modern drama and American drama. *Prerequisite: 220 or permission of the instructor.*

**370. Studies in American Literature** Explores texts written in America after 1830, for the most part. Topics may include the American renaissance, American autobiography, and American poetry. *Prerequisite: 220 or permission of the instructor.*

**374. The American Novel** Examines novels by a number of authors in the context of American history. *Prerequisite: 220 or permission of the instructor.*

**376. The American Short Story** Explores short stories by selected authors considered in the context of American history. *Prerequisite: 220 or permission of the instructor.*

**379. Special Topics in 19th and 20th Century Literature** May include romantic postmodernism, the Irish renaissance, post-colonial literature, the Edwardians, and political literature between the world wars. *Prerequisite: 220 or permission of the instructor.*

**C. Studies in Contemporary Literature (380-389)** Courses, variously configured, involving works written by a number of authors from the mid-20th century to the present.

**383. Contemporary American Fiction** Study of novels, short stories, and (fictive elements in) autobiographies by contemporary Americans, with special attention to interconnections between literature and the era. *Prerequisite: 220 or permission of the instructor.*

**387. Contemporary Drama** Drama in the contemporary Western world with emphasis upon performance values and close reading of scripts. Plays by O'Neill, Sartre, Beckett, Ionesco, Pinter, Williams, Miller, Mamet, Stoppard, Fugard, and others. *Prerequisite: 220 or permission of the instructor.*

**389. Special Topics in Contemporary Literature** May include contemporary American poetry, post-modern British and American fiction, Anglo-Irish poetry, and contemporary women writers. *Prerequisite: 220 or permission of the instructor.*

#### AUTHORIAL STUDIES (390-399)

Courses devoted to the literary corpus of one or two authors, with special emphasis on the interaction between the authors' lives and their art, and on the question of their canonical status.

**390. Chaucer** The poet and his century, with emphasis on *The Canterbury Tales*. *Prerequisite: 220 or permission of the instructor.*

**392. Shakespeare** A selection of plays and poems, seen from various critical perspectives, which emphasizes the development and distinctiveness of the author. *Prerequisite: 220 or permission of the instructor.*

**394. Milton** Detailed study of the poetry and prose with emphasis on the development of Milton as a poet. *Prerequisite: 220 or the permission of the instructor.*

**399. Topics in Authorial Studies** May include Donne and Herbert, Pope, Austen in her time, Wordsworth, Willa Cather, Woolf, Hemingway and Faulkner, or Toni Morrison. *Prerequisite: 220 or permission of the instructor.*



## THE SENIOR EXPERIENCE

This final two-semester sequence of courses in the major seeks to draw upon the student's critical and creative independence by offering seminars and workshops whose topics are shaped partly by student interest.

\*403, 404. **Senior Literature Seminar and Workshop** Demonstration, under close supervision, of a command of the critical reading and writing expected of a student major in English. Various topics and approaches. Each workshop requires students to share discoveries and problems as they produce a lengthy manuscript based on work in the previous seminar and on new research. *Prerequisite: normally at least four courses at the advanced literature level (320-399). Open to seniors and second-semester juniors only.*



# ENVIRONMENTAL STUDIES AND ENVIRONMENTAL SCIENCE

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## FACULTY

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Candie C. Wilderman, Associate Professor of Environmental Science, Chair

Michael K. Heiman, Associate Professor of Environmental Studies and Geography

Brian S. Pedersen, Assistant Professor of Environmental Science

## CONTRIBUTING FACULTY

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Kjell Enge, Associate Professor of Anthropology

\*Susan M. Feldman, Professor of Philosophy

\*Michael Heiman, Associate Professor of Environmental Studies

Ellen Ingmanson, Assistant Professor of Anthropology

Marcus Key, Associate Professor of Geology (on leave 1999-2000)

Carol Loeffler, Associate Professor of Biology

B. Ashton Nichols, Professor of English

Jeffrey Niemitz, Professor of Geology

\*Brian Pederson, Assistant Professor of Environmental Science

Noel Potter, Professor of Geology

Theodore Pulcini, Assistant Professor of Religion

\*Kristen Skrabis, Assistant Professor of Economics (on leave 1999-2000)

John Stachacz, Librarian, Library Resources

\*Candie Wilderman, Associate Professor of Environmental Science

\*Janet Wright, Associate Professor of Biology

\*Members of the Environmental Studies Steering Committee for 1999-2000

## MAJORS

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**Environmental Studies Major:** All majors take the core curriculum consisting of 111, 131, 132, 222, 330, 335 or 340, 406 and Math 120 or 121. Environmental Studies majors must then take an additional lab science, an internship or independent study, and four courses which form a focus cluster with any of the following themes: Analysis of Perspectives and Values, Analysis of Policies, Politics and Economics, or Regional Environmental Issues.

**Environmental Science Major:** All majors take the core curriculum consisting of 111, 131, 132, 222, 330, 335 or 340, 406 and Math 120 or 121. Environmental Science majors must then take Chemistry 141, and Geology 131 or Biology 111, 112 (depending on their focus cluster theme), and four science courses that form a focus cluster with any of the following themes: Land Resources, Water Resources, or Biological Resources.

## MINOR

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The following six courses: 111, 131, 132, 222, 330 or 335, 406



## SUGGESTED FOUR YEAR PROGRAM

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### ENVIRONMENTAL STUDIES

First Year: Environmental Studies 131, 132; Economics 100 or 111

Second Year: Environmental Studies 222 and 111; Math 120 or 121

Third Year: Environmental Studies 335; Focus cluster course; internship or independent study

Fourth Year: Environmental Studies 330 and 406; three focus cluster courses

### ENVIRONMENTAL SCIENCE

First Year: Environmental Studies 131, 132; Economics 100 or 111

Second Year: Environmental Studies 222 and 111; Biology 111, 112 or Geology 131; Chemistry 141; Math 120 or 121

Third Year: Environmental Studies 335; Focus cluster course

Fourth Year: Environmental Studies 330 and 406; three focus cluster courses

*NOTE:* Students considering either major are advised to consult with a member of the Environmental Studies Department. Since courses listed for any term may be offered at the same time or not offered due to faculty availability, it is essential to be flexible in planning and choosing courses. To minimize problems, satisfy major and distribution requirements as early as possible.

## TEACHER CERTIFICATION

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Students may be certified for secondary school teaching in Environmental Studies. Information can be obtained from the Director of Teacher Education.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Environmental Studies students are encouraged to participate in a program in Costa Rica, Central America, at the Center for Sustainable Development Studies, sponsored by the Dickinson Environmental Studies Program. Other recommended programs include the Dickinson Science Program in Norwich, England, where environmental studies and science majors can take courses at an internationally-known environmental science center at the University of East Anglia, and the School for Field Studies which offers full-semester programs in biological conservation and resource management at centers around the world.

## DEPARTMENTAL HONORS

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The guidelines for department honors are available. The Department Chairperson should be contacted.

## COURSES

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**111. Environment, Culture, and Values** A study of the effects of scientific, religious, and philosophical values on human attitudes toward the environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve. *This course satisfies the Division I.a. distribution requirement.*

**131, 132. Environmental Science** An integrated, interdisciplinary study of natural environmental systems and man's impact on them. Basic concepts of ecology and energy will be examined and utilized to study world resources, human population dynamics, pollution, and pollution control. Field study will be emphasized. *Three hours classroom and three hours laboratory a week.*



**202. Energy Resources** *Prerequisite: Geology 131 or Environmental Studies 132. See course descriptions with Geology 202 listing.*

**204. Mineral Resources** *Prerequisite: Geology 131 or Environmental Studies 131. See course description with Geology 204 listing.*

**214. Ecological Anthropology** *See course description with Anthropology 214 listing.*

**220. Environmental Geology** *Prerequisite: Geology 131, 132 or Environmental Studies 131, 132. See course description with Geology 220 listing.*

**221. Oceanography** *Prerequisite: one year of a laboratory science. See course description with Geology 221 listing.*

**222. Environmental Economics** *Prerequisite: Economics 100 or 111. See course description with Economics 222 listing.*

**260. Contemporary Science: Energy and the Environment** *See course description with Science 260 listing.*

**310. Special Topics in Environmental Science** An interdisciplinary intermediate-level approach to the study of environmental problems and policy analysis. The course is project-oriented, with students bringing the experience and perspective of their own disciplinary major to bear on a team approach to the analysis and proposed resolution of an environmental problem. Topics vary depending on faculty and student interests, and on the significance of current affairs. *Three hours of classroom and three hours of laboratory a week. Prerequisite: 131, 132, or permission of instructor.*

**311. Special Topics in Environmental Studies** An interdisciplinary course on special environmental studies topics to be offered on the basis of faculty interest, need, and demand. Recent topics have included loss of biodiversity; sustainable agriculture; and forests, air pollution, and climate change. *No laboratory. Prerequisite: 131, 132 or permission of the instructor.*

**314. Ecology** *Prerequisite: Biology 111, 112, 210 or Environmental Studies 131, 132. See course description with Biology 314 listing.*

**320. Hydrogeology** *Prerequisite: Geology 220, 231 or permission of instructor. See course description with Geology 320 listing.*

**322. Plant Systematics** *Prerequisite: Biology 111, 112, 210 or Environmental Studies 131, 132. See course description with Biology 322 listing.*

**330. Environmental Disruption and Policy Analysis.** This course examines the interrelationships of people with their environments in advanced industrial societies, studying interest-group positions and the U.S. regulatory response on air and water pollution, toxic and solid waste management, and workplace hazards. It considers the conflicts and compatibility of economic growth, social justice, and environmental quality under capitalism. Local and extended field trips emphasize the students' analysis and interpretation of social and physical parameters at waste repositories and environmental management facilities. *Three hours classroom and four hours laboratory a week. Prerequisite: Environmental studies 131, 132, and 222, or permission of instructor.*

**335. Analysis and Management of the Aquatic Environment.** An interdisciplinary study of the aquatic environment, with a focus on the groundwater and surface waters of the Chesapeake Bay drainage basin. This course provides a scientific introduction to the dynamics of rivers, lakes, wetlands, and estuarine systems as well as an appreciation of the complexity of the political and social issues involved in the sustainable use of these aquatic resources. Students conduct an original, cooperative, field-based research project on a local aquatic system that will involve extensive use of analytical laboratory and field equipment. Extended field trips to sample freshwater and estuarine systems and to observe existing resource management practices are conducted. *Three hours classroom and four hours laboratory a week. Prerequisite: Environmental studies 131 or science major.*



**340. Analysis and Management of the Terrestrial Environment** An examination of the basic biological, chemical, and physical processes at work in the terrestrial environment; how humans alter and manage the terrestrial environment; and how humans use the resources provided by the terrestrial environment. Illustrative examples will be examined in detail. A variety of analysis methods will be applied in laboratory and field work, and a variety of management activities will be explored on field trips. While the course will focus on the region surrounding the College, broader perspectives will also be considered. *Prerequisite: 131, 132, or Biology 111, 112.*

**390. Modeling Environmental Interactions** Computer models are widely utilized by environmental professionals for applications such as understanding the effects of air pollutants on trees, determining optimum harvest levels for fisheries, and projecting changes in the Earth's climate. This laboratory course is an introduction to computer simulation modeling of biological, chemical, and physical processes with application to problems in environmental science. Students will develop models using computer spreadsheets; no computer programming experience is necessary. *Prerequisite: four natural science courses and one mathematics course or permission of the instructor.*

**406. Seminar in Advanced Topics in Environmental Studies** An integrative seminar devoted to the study of the interdisciplinary techniques and approaches common to environmental problems and an evaluation of these approaches. Students will read primary literature, conduct and participate in discussions, learn how to define and execute independent research, and participate in group or individual research projects. The topic varies depending on faculty and student interests as well as scholarly concerns in the field. *Prerequisite: Senior standing or permission of the instructor.*

The following course is offered during Summer School only.

**210. Natural Resource Management** This course will examine the management of natural resources (the manipulation of the environment to achieve human goals) at the state, national, and global levels. The course will examine natural resource management in Pennsylvania by studying the role of the Pennsylvania Department of Conservation and Natural Resources as managers of Pennsylvania's 17 million acres of state forest and park land. The course will also examine the nature of wildlife management conducted by the Game Commission and the Fish and Boat Commission. These state management practices and policies will be compared with national and global trends. Other topics will include: soil resources, farming technologies, water resources, and the current political controversy over water and wetlands at the state and federal levels. Other issues pertaining to natural resources will be discussed as appropriate. *This course may satisfy the third course of the natural and mathematic sciences requirement.*

The following course is offered during January term only.

**304. Field Study of Marine Carbonate Environments.** *See course description with Geology 304 listing.*



# FINE ARTS

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## FACULTY

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**Sharon Hirsh**, Charles A. Dana Professor of Fine Arts

**Barbara Diduk**, Professor of Fine Arts

**Ward Davenney**, Associate Professor of Fine Arts, Chair

**Melinda Schlitt**, Associate Professor of Fine Arts

**Peter M. Lukehart**, Director, The Trout Gallery, Associate Professor of Fine Arts

**Rachel Perry**, Visiting Instructor in Fine Arts

**Robert W. Cavenagh, Jr.**, Director of Instructional Media, Part-time Associate Professor of Fine Arts and Education

**Susan F. Nichols**, Associate Dean of the College, Part-time Associate Professor of Fine Arts

## CONTRIBUTING FACULTY

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**Harry D. Krebs**, Professor of East Asian Studies

## MAJOR

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**Art History option:** Eleven courses including 101, 102; one course in studio, either 122 or 123; one course in Ancient Art, either 202 OR either Classical Studies 221 or 224; one course in Renaissance Art, either 300 or 301; one course in Modern Art, either 314 or 315; 407; 207; and three electives in art history. Art history majors are also encouraged to take additional course work in Philosophy, Religion, Classics and studio art; to consider internships or independent studies directed to future interests in the discipline; and to take German if they are considering graduate work in art history.

**Studio Art option:** Eleven courses including 101, 102; one course in Renaissance Art, either 300 or 301; one course in 20th-century Art, either 314 or 315; 122; either 222 or 230; 410 (including submission of position paper and portfolio for graduation); and four additional studio courses, including one at the advanced level, and at least one three-dimensional course. Seniors concentrating in studio are required to present a portfolio of their work or an exhibition at the discretion of the department. Students electing this option are also encouraged to take 20th-century Art in the junior year, take more studio courses than the required six, and produce a senior exhibition of work. Self-developed options, including conservation and architecture programs, can be arranged.

## MINOR

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101 and 102 plus four additional courses in the appropriate discipline (art history or studio), subject to the minor adviser's approval, that suit the particular interests of the student.

## SUGGESTED FOUR YEAR PROGRAM

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### Art History Option

First Year: 101, 102

Second Year: 207 should be taken immediately after 101 and 102; 202, Classics, or 204 (as elective)

Third and Fourth Years: 300 or 301 or 304, 306, 314 or 315, 404; and fourth year only, 407 (offered in Fall)

*NOTE:* 391, 392 Studies in Art History, as well as Independent Study, should be taken in the third or fourth year, depending on the topic and the advice of the instructor and the adviser.



### Studio Art Option

First and Second Years: 201, 102, 122, and 222 or 230, and 123 or 224 or 226 and/or 221, 227, 228.

Third and Fourth Years: 330, 324, 326, 327, 335. Upper level art history course; 314 or 315 must be taken by the third year, prior to the Fall Senior Studio Seminar.

*NOTE:* 410 must be taken Fall of senior year

**Senior Portfolio:** Students who major in art with a studio emphasis must prepare a portfolio of their creative work for faculty review during their senior year. Students should meet with the department chairperson for more details.

### INDEPENDENT STUDY

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Independent study courses are to be set up through consultation with a Fine Arts Department adviser and instructor of the course. A proposal of the topic, and program of work *must be submitted to the instructor for approval.*

### INTERNSHIP

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Through The Trout Gallery and other regional museums, galleries, art associations, commercial galleries, and architectural firms, the fine arts department offers internships to advanced students. In the past, art history majors have undertaken museum internships at The Metropolitan Museum, the Springfield (MA) Museum of Fine Arts, and the Philadelphia Museum of Art, while studio and art history majors have interned at commercial galleries in Philadelphia, Harrisburg, and New York City; these internships have included conservation and restoration work. Consult the departmental internship adviser and the College internship coordinator.

### DEPARTMENTAL HONORS

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Fine Arts majors may seek Departmental Honors, the highest academic award a department can bestow. Departmental Honors are by the invitation of Fine Arts faculty following self-nomination by February of the junior year. Consult with the Fine Arts Department Chairperson or your major adviser for additional information.

### COURSES

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#### Art History Courses:

101, 102. **An Introduction to the History of Art** A survey of painting, sculpture, and architecture of western civilizations. 101 surveys art from the ancient Near East through medieval European. 102 surveys art of the European renaissance through the contemporary period.

201. **History and Art of the Film or the Photograph** A study of the history of the film or the photograph as an art form involving mechanical reproduction. Issues of criticism and theory are also addressed.

202. **Ancient Art** This course focuses on painting, sculpture, and architecture of ancient Greece and Rome. Emphasis is placed on understanding changes in form and function within an historical and critical framework. Issues of patronage, restoration, and contemporary scholarly debates are also discussed. *Prerequisite: 101 or permission of the instructor. Offered alternate years.*

203. **Medieval Art** European art and architecture of the Middle Ages, from the decline of Rome to the first decades of the 15th century. Particular emphasis is placed on Romanesque and Gothic cathedral architecture. *Prerequisite: 101 or permission of the instructor. Offered alternate years.*



204. **American Art** The development of architecture and painting in America. Special consideration is given to 19th century architecture, with field work in Carlisle, and to recent, specifically American, movements in 20th century painting. *Prerequisite: 101 or 102, American studies majors, or permission of the instructor.*
205. **Topics in Art History** An intermediate-level study of selected topics in the history of art and architecture. *Prerequisite: 101 or 102, as appropriate to the topic, or permission of the instructor.*
207. **Criticism and Theory in the Arts** An introduction to critical strategies in and theoretical approaches to the visual arts. Particular emphasis is placed on close analysis and discussion of texts. The course addresses issues of historiography (history of writing about art), critical theory, or contemporary art criticism. *Prerequisite: 101 or 102 or permission of the instructor.*
208. **Japanese Art** This course is an introduction to Japanese art and aesthetics throughout the history of this culture. The study of this art occurs in the context of the civilization as a whole, as it has both changed and resisted change over time due to both internal and external forces. Students are expected to look carefully at their own preferences and prejudices with the intention of seeing them from an additional perspective. *Offered alternate years.*
210. **Chinese Art** This course is an introduction to the history and aesthetic of Chinese art. The art is studied as a primary part of the larger culture. Other elements of the culture are introduced as they are relevant to seeing the civilization as a whole. The subject matter is those arts most typical of the major dynasties, but painting is the primary overall focus. *Offered alternate years.*
300. **Italian Renaissance Art 1250-1450** A survey of painting, sculpture, and architecture in Italy from approximately 1250 to 1450. The works of Giotto, Pisano, Donatello, Ghiberti, Brunelleschi, and Massacio, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 13th through 15th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
301. **Italian Renaissance Art 1450-1563** A survey of painting, sculpture, and architecture in Italy from 1450 through 1580. The works of Botticelli, Leonardo, Raphael, Michelangelo, Bramente, and Titian, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 15th and the 16th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
304. **Southern Baroque Art** Painting, sculpture, and architecture of the 17th-century in Italy, France, and Spain will be considered. Artists included in this course are: Caravaggio, the Carracci, Reni, Artemesia Gentileschi, Bernini, Borromini, Velásquez, and Poussin. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*
306. **Northern Baroque Art** A study of 17th-century Northern European Art with particular emphasis on Flemish and Dutch painting. Artists included in this course are Rubens, Van Dyck, Rembrandt, Hals, and Vermeer. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*
313. **19th Century Art** Issues of romanticism, realism, impressionism, and post-impressionism. Major 19th century European figures and movements will be surveyed. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
314. **20th Century Art** A survey of major artists and movements from 1905 to the present, including expressionism, cubism, futurism, de Stijl, dada, surrealism, abstract expressionism, pop art, minimalism, hyper realism, neo-expressionism, and recent developments through post-modernism. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
315. **Topics in Contemporary Art** This course will address recent developments in art from 1945 to the present; focus on particular artists, works, and movements will vary. Critical and theoretical issues of the period will be discussed. *Prerequisite: 102 or permission of the instructor.*



**391. Studies in Art History** Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically. *Prerequisite: 101 and 102 or permission of the instructor.*

**404. Seminar: Topics in the History of Art** Advanced investigation of a particular artist, work, movement, or problem in the history of art. *Prerequisite: permission of the instructor.*

**407. Art Historical Methods** Study of the research tools and methodologies of art historical analysis, a study of the use of primary and secondary sources, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. The course has as its final project an exhibition curated by the seminar students. *Prerequisite: 101 and 102, as well as other upper-level courses on art of the Renaissance to the present. Strongly recommended for art history majors.*

#### Studio Art Courses:

**122. Fundamentals of Composition and Drawing** Working from observation and using a variety of media, this basic studio drawing course will explore issues common to both representational and non-representational art. This course serves as the foundation to upper-level two-dimensional offerings.

**123. Fundamentals of Sculpture and Three-Dimensional Design** A studio course covering basic elements of three-dimensional composition and sculpture. Students will construct sculptures examining a range of media and fabrication techniques.

**160. Special Topics in Studio** Selected techniques and concepts in studio, taught at the introductory level. The content of each course will be altered periodically.

**221. Introduction to Photography** An entry-level course in black-and-white photography. Film developing and the making of prints using conventional media, and an exploration of other media and processes which may include high contrast, large format, hand-tinted works, introductory color and alternative processes. The student will be required to demonstrate attainment of skill through portfolios presented to the class.

**222. Drawing** A studio course to explore further, those issues covered in 122, but focusing on the creation of light and space. Landscape, architecture, still-life and the model will serve as subject matter. A large variety of media will be used, including pastel, monotype, ink, acrylic paint and charcoal. *Prerequisite: 122 or permission of the instructor.*

**224. Wheelwork Ceramics** A studio course exploring expressive possibilities offered by the potters wheel. Students will examine both utilitarian and sculptural aspects of the medium. A variety of clays, glazes and firing approaches will be examined.

**226. Sculpture Ceramics** A sculpture course further examining three-dimensional problems covered in the basic three-dimensional design course. The course will focus on clay as the primary (but not exclusive) fabrication material. Students will examine a range of firing, glazing, and construction techniques. *Prerequisite: 123, 224 or permission of the instructor.*

**227. Fundamentals of Painting** A basic studio course exploring the techniques, practices and history of painting and theories of color. Working from observation, subject matter will range from still-life and landscape to architecture and the figure. *Prerequisite: 122 or permission of the instructor.*

**228. Printmaking Survey** A studio course in which students will gain a working knowledge in each of the four major areas of printmaking—woodcut, etching, lithography, and screenprinting. *Prerequisite: 122 or permission of the instructor.*

**230. Life Drawing** The course will be devoted to working from the human form during which the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through the use of such graphic media as pen and ink, pencil, charcoal, Conté crayon, etc. *Prerequisite: 122 or permission of the instructor.*



**320. Advanced Photography** Topics and techniques in photography which extend beyond the entry course. Each student will select an area in which to build a body of work. *Prerequisite: 221. Offered alternate years.*

**323. Sculpture** Various sculpture media will be explored including clay, plaster, wood, stone, and metals. An emphasis will be placed on carving, casting, and metal welding. *Prerequisite: 123.*

**324. Advanced Three-Dimensional Design and Sculpture** A second level three-dimensional design and sculpture course concentrating on advanced fabrication techniques, alternative building materials, and aspects of contemporary and historical practice. *Prerequisite: 123, 224, 226 or permission of the instructor.*

**326. Intaglio Printmaking** An in-depth exploration of etching, engraving, aquatint and other techniques of drawing on, and printing from metal plates. Photo-etching and working in color will also be covered. *Prerequisite: 122 or permission of the instructor.*

**327. Advanced Painting** A second-level studio painting course concentrating on the figure, and covering advanced techniques, alternative materials, and aspects of contemporary and historical practice. *Prerequisite: 227.*

**330. Advanced Life Drawing** Advanced problems and issues in drawing the human form. *Prerequisite: 230 or permission of the instructor.*

**335. Lithography** A studio course exploring the art, techniques, and history of drawing and printing from the stone. Metal plate, color, and photo-lithography will also be explored. *Prerequisite: 122 or permission of the instructor.*

**360. Advanced Studio** Selected advanced studio techniques and concepts. The content of each course will be altered periodically. *Prerequisite 122, 123 or permission of the instructor.*

**410. Senior Studio Seminar** A required course for senior studio students. Critiques of students' work will include examination of timely topics in the visual arts and the relationship of the artist to society. Critiques, selected critical readings, museum visits and visiting artists will provide the basis for discussion. *Co-requirement: One studio course. Prerequisite: One studio course.*

**The following course is offered in the Summer Semester in England Program:**

**105. Art in England** A topics course in the history and practice of art, using the galleries, museums and architecture of London and its environs as its focus.

**The following course is offered in Bologna:**

**132. The Arts of Italy** An introduction to the major visual traditions of the Italian peninsula from antiquity to the end of the 18th century, combined with the basic art historical methodologies necessary to their understanding. Focus will be on the relationship of visual materials to their intellectual, social, and religious underpinnings, with special emphasis on the artistic traditions and monuments of Bologna. Lectures, discussion, and site visits provide the opportunity to understand artistic production in its larger cultural context. In addition to regular class meetings for lecture and discussion, required group excursions in and around Bologna will be scheduled occasionally on Fridays or Saturdays.

**The following courses are offered in Toulouse:**

**115. French Art from the Romanesque through the Baroque** This course will examine the development of medieval art, architecture and sculpture in the romaneseque and gothic styles, drawing principally on regional examples. The wealth of Roman remains in southwestern France will help clarify connections between medieval art and its ancient predecessors. Classroom lecture and discussion will be augmented by on-site study of churches, cloisters and museums in the Toulouse area. Outstanding examples of private dwellings in Toulouse dating from the Renaissance will illustrate the passage between the end of the Middle Ages and the following periods. Issues of style, patronage and function will be considered with the political and cultural contexts of the 11th through the 18th centuries. *Offered only at the Dickinson Study Center in Toulouse.*



116. **French Art of the 19th and 20th Centuries** A survey of the major movements in French art from Romanticism to the present, including realism, impressionism, cubism, Dada, surrealism and abstract art. Contemporary museum collections in France, particularly those in the Toulouse region and in Paris, will furnish examples of important works. This course will pay special attention to the links between change in French society and the evolution of artistic production. *Offered only at the Dickinson Study Center in Toulouse.*



# FRENCH AND ITALIAN

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## FACULTY

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**Michael B. Kline**, William W. Edel Professor of Humanities (French)

**Nancy C. Mellerski**, Professor of French

**Sylvie G. Davidson**, Professor of Romance Languages and Literatures

**Catherine A. Beaudry**, Associate Professor of French, Chair

**Tullio Pagano**, Associate Professor of Italian

**Dominique A. Laurent**, Assistant Professor of French

**David Paoli**, Assistant Professor of Francophone Studies (Director, Dickinson College Center in Toulouse, 1999-2000)

**Ted Emery**, Assistant Professor of Italian

**Lucia Perrotta**, Visiting Assistant Professor of French

**Marc A. Pape**, Visiting Assistant Professor of French

## FRENCH

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### MAJOR

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Ten courses beyond the 100-level, including 236 and two 300-level courses taken on the Dickinson campus, one of which must be a senior seminar.

### MINOR

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Five courses beyond the 100-level, including 236.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: 116, 230; or 230, 236; or 236 followed by 240, or 245, or 246

*NOTE:* Entrance level dependent on the results of a placement examination

Second Year: 230, 236; or 236, followed by 240, 245, or 246

Third Year: Study in Toulouse, 255, 256; or two 300-level courses

Fourth Year: Two 300-level courses including one Senior Seminar, plus related electives (e.g. language and literary studies, international studies, History of Modern France, Medieval History, Art History)

*NOTE:* Normally French majors may not take 200-level courses their senior year.

### TEACHER CERTIFICATION

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In addition to fulfilling requirements for the major, students seeking Pennsylvania teacher certification must take a series of courses in the Education Department. They should identify themselves as teacher certification candidates to their adviser and to the chairperson of the French and Italian Department, and to the Director of Teacher Education.



## INDEPENDENT STUDY AND RESEARCH

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Students interested in Independent Study or Independent Research in French should consult with the faculty member with whom they hope to work. Independent Research is usually reserved for the senior year and is considered for Honors in French. In the past students have explored: Woman's Body in the Poetry of the French Renaissance; French Political Theory Before the Revolution; Images of Women in the French Novel; The Ideology of Detective Fiction.

## INTERNSHIPS

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Internships may be available for interested students. The Department chairperson or the Coordinator in Toulouse should be consulted for information. Some students have served as interns in Carlisle with the Northeast Conference on the Teaching of Foreign Languages and at the French Embassy in Washington, DC. Students on the Dickinson in France program have interned in Business and Marketing, Public Administration, Applied Sciences and Medicine, The Arts, The Media, and Education.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Junior Year:** All students intending to major in French are strongly urged to plan their program of studies to allow for study abroad during the junior year at Dickinson's Study Center in Toulouse. The Coordinator of the Center in Toulouse should be consulted with any questions.

**Summer Immersion Program:** The French Department offers a five-week student immersion program in Toulouse at the beginning of each summer. This program, which has a prerequisite of 116 Intermediate French, is of special interest to French minors. The Department chairperson should be contacted for additional information. In addition, the Department offers a five-week summer course in Francophone Studies at the University of Yaoundé, Cameroon.

## COURSES

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**\*101, 104. Elementary French** Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.

**116. Intermediate French** Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing. *Prerequisite: 104 or the equivalent.*

**104/116. Accelerated French** An intensive, ten hour per week intermediate French course designed for freshmen who place into 104 on the departmental placement examination and who wish to complete the language requirement in one semester. Especially helpful for those contemplating study abroad, this course makes extensive use of multi-media and interactive computer strategies in the development of conversational and cultural skills. Two Courses. *Prerequisite: 101 or the equivalent.*

**230. Communication in French and Francophone Contexts** Intensive oral and written practice of French in the context of issues and themes such as a sense of place, the lessons of time, the social contract, and intellectual and artistic life. This course makes use of texts, films, multi media and interactive computer strategies in the development of conversational and writing skills. Intended as the gateway to the major or minor in French and Francophone Studies. *NOTE: This is a Writing Intensive Course. Prerequisite: 116 or the equivalent.*

**233. Introduction to French Literature** Provides the student with the tools necessary for an analytical approach to the study of French literature, through the examination of selected works. Emphasis on *explication de textes*, various *genres* and methods of criticism. *Prerequisite: 231 or the equivalent, or permission of*



*the instructor. Required of French majors. This course fulfills a literature requirement in the humanites distribution requirement.*

**236. Introduction to Cultural Analysis** An introduction to the practice of reading and writing about French and francophone themes in an analytical and contextualized way. This course considers how cultural production conveys ideologies, values and norms expressed in both historical and contemporary contexts. *Prerequisite: 230.*

**240. French Identity** This course examines the representation of French identity from its origins in the Ancien Régime to its present forms. Examples are drawn from history and human geography, politics, economics, aesthetics, religion, and philosophy. Depending on the instructor, these may include, for example, the representation of the State, the tension between Paris and the provinces, the semiotics of social rituals, and other subjects of cultural study. *Occasionally offered as writing-intensive. Prerequisite: 236 or permission of instructor.*

**245. Contemporary Issues in French Society** This course is designed to give students an understanding of the main elements of contemporary French culture. Focusing on political, social, and economic topics such as French government, immigration, France's place in a United Europe, the course should facilitate acculturation in France or provide an academic substitute for that experience. *Prerequisite: 230.*

**246. Introduction to Francophone Cultures** This course will explore the relationship between literature and Francophone cultures (Vietnam, Canada, the Caribbean, Europe, and Africa). Topics include: "Négritude," the negro-African identity, "cultural métissage," the status of women, the dialogue between tradition and modernity, independence, and post-colonial disillusionment. Historical overview of the international context of Francophonie will be examined through short stories, novels, poems, critical essays, feature and documentary films. *Prerequisite: 236.*

**352. Classical Theatre and Social Myth** This course studies the theatre as an ideological instrument, asking how the plays of 17th century France reinforce, modify, or undermine the ways in which society sees itself. Myths addressed include those concerning gender, monarchy, class structure, and the power of language. The ideological work of the stage is related to such historical developments as the rise of absolutism and attempts to stimulate the French economy. Plays by Corneille, Racine, and Moliere and the principal texts, along with selections from the major moralists. *Prerequisite: both 255 and 256, or the equivalent, or permission of the instructor. Offered every other year.*

**354. Reason and Revolution** The Enlightenment: a century of intellectual ferment which challenged the values of the establishment and swept them away in a revolution. Montesquieu, Voltaire, Diderot, Rousseau. Offered on occasion as a bilingual course in French and English. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**357. Romantics, Realists, and Rebels** 19th century French novel and poetry. An investigation of the major literary movements and authors of the century, to include the theory and practice of romanticism and realism in French letters; reaction to society by authors in revolt against bourgeois standards, and in pursuit of new modes of literary expression. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**358. Contemporary Fiction and Film Studies** in the theory and evolution of narrative in the 20th century, with particular attention to issues of language, identity, difference and power. This course looks at a selection of novels and films as scenes for the practice of writing as cultural resistance. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**361. French Literature in the Renaissance** Major works from prose, poetry, and theatre, with particular emphasis on Rabelais and the development of humanism, the theory and practice of the Pléiade, and Montaigne. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*



**362. Seminar in French and Francophone Literatures** A thorough investigation of a major figure or important literary trend (chosen at the discretion of the instructor and in consultation with the majors) in French or Francophone literature with emphasis on seminar reports and discussion. Recent themes have been Autobiography, L'Année 1913, Money and French Theater, The Fantastic. *Prerequisite: 255 and 256 or permission of the instructor. Priority given to senior majors in French. Offered every year.*

**364. Topics in French and Francophone Literatures** In-depth analysis and discussion of selected areas of French and Francophone literature not normally covered in other advanced offerings. Recent topics have included Women in French Literature, La Belle Epoque, Les Intellectuels en question. *Prerequisite: 255 and 256 or permission of the instructor. Offered every other year.*

**365. Seminar in French and Francophone Civilizations** Investigation of a broad theme or selected area of French or Francophone civilization through pertinent readings, media forms and research in both literary and non-literary materials. Past topics have included French Political Culture, The Semiotics of French Style, Remembering Vichy, Le Québec et le nationalisme, chateau et chaumeiré. *Prerequisite: 255 and 256 or permission of instructor. Priority given to senior majors in French.*

The following courses are offered in Toulouse, the prerequisite for which is French 236, except for French 220:

**220. Language and Civilization Immersion** An intensive language and civilization course designed to increase oral proficiency, improve written expression, and develop cross-cultural observation skills through immersion in the Toulouse region. Social and cultural phenomena will be studied through interaction with French families, directed observation at historic sites, participation in class activities and tutorials. The exclusive use of French during the five and one-half week immersion is expected of all students. Evaluation is based on a combination of the following: interviews with the instructor, performance in the class, journal writing, and a final summary of the immersion experience. *Prerequisite: 116 or its equivalent and acceptance into the French Summer Immersion Program. Not intended for students who have completed French 236 or above. Offered only in summer at the Dickinson Study Center in Toulouse.*

**255, 256. French Literature and Society** A historically differentiated interpretation of French culture through examination of French literature from the Middle Ages to the present in conjunction with study of political, economic, and social structures of each period. Intellectual and artistic currents that inform and are informed by these structures. Introduction of new critical perspectives such as psychoanalytical and structuralist literary theory. *Offered only at the Dickinson Study Center in Toulouse.*

**260. Stylistics and Argumentation** This two-part course offers practice in lexical expansion, idiomatic expression and syntactical patterns through exercises in translation, sentence analysis, reading comprehension and composition. Building upon these skills, students are introduced to French university methods of argumentation, principally through practice in four forms of written expression: résumé, dissertation, explication de texte, and commentaire composé. *Offered only at the Dickinson Study Center in Toulouse.*

**264. Intensive French Expression** This course utilizes audio and visual material to prepare students studying in Toulouse for active participation in the French cultural and linguistic environment by contextualizing a review of French grammar. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse for spring semester students only.*

**273. Topics in Applied French** Continued study of the French language designed to take advantage of issues of current interest in French society or culture (e.g., electoral seasons, important historical commemorations, current social or cultural controversies). Ample opportunity for written work and discussion of the topic chosen. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse.*

**292. French Phonetics** This one-half credit course provides intensive practice and review of the norms of appropriate speech behavior, including such aspects as pronunciation, intonation, liaison, rhythm, and



phrasing. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse.*

**300. The Toulouse Colloquium** An interdisciplinary colloquium focusing on the history, development, and contemporary culture of the city of Toulouse. Guest speakers include city and regional administrators, historians, art and architecture specialists, literary and political figures, and others with local expertise. *Offered only at the Dickinson Study Center in Toulouse..*

**318. Studies in Intercultural Communication** Contemporary French society examined through theoretical reading and discussion as well as directed experiential observation. Explicit reference to French and American perceptions of cultural concepts so as to provide ideas, insights, and methods by which to understand and analyze the two societies. Readings, reports, discussions, field projects, and use of local resources comprise the work of the course. *Offered only at the Dickinson Study Center in Toulouse.*

## ITALIAN

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### MINOR

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The minor consists of the following five courses in Italian beyond the 100 level to include: 231, 232 (or 225, Intensive Italian Expression), or 220 (Summer Immersion) in Bologna, 251, 252, and 320.

*Note:* Students receiving credit for the Italian studies major may not receive credit for the Italian minor. See Italian Studies page 99.

### INDEPENDENT STUDY AND RESEARCH

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Students interested in Independent Study or Independent Research in Italian should consult with the faculty member with whom they hope to work. In the past, students have researched the following topics: Rome in the Italian Renaissance; Italian Courts and Courtesans in the Renaissance; Futurism in Italy and Russia; Italian Theatre from the Renaissance to the Enlightenment; Italian Cinema; Italian Facism and Modernism; Italian Women Writers.

### INTERNSHIPS

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Internships may be available for interested students. The Department chairperson or the Coordinator in Bologna should be consulted for information. In Bologna, students are currently doing internships in Research and Analysis at the Feminist Bookstore in Bologna, and Education.

### COURSES

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\*101, 104. **Elementary Italian** Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.

116. **Intermediate Italian** Intensive introduction to conversation and composition, with special attention to grammar review and refinement. Essays, fiction and theater, as well as Italian television and films, provide opportunities to improve familiarity with contemporary Italian language and civilization. *Prerequisite: 104 or the equivalent.*

231. **Written Expression and Textual Analysis** Designed to increase student's awareness of various rhetorical conventions and command of written Italian through analysis and imitation of model texts of a literary and non-literary nature. *Prerequisite: 116 or the equivalent.*



**232. Oral Expression** Designed to increase student's comprehension and command of spoken Italian, this course is also an initiation in everyday verbal transactions and cultural communication prevalent in contemporary Italy. Phonetics, oral comprehension, and verbal production are practiced through exposure to authentic documents usually of a non-literary nature, such as television news programs, documentaries, commercial advertisements, and excerpts from films. *Prerequisite: 116 or the equivalent.*

**251. Literature and Society I** An interpretation of Italian culture from the 14th through the 17th century by examination of representative literary works. This course will attempt to situate individual authors in the European literary tradition and will examine the interaction between literary production and political, economic, and social trends of the period. *Prerequisite: 231 or the equivalent.*

**252. Literature and Society II** Selected readings of literary texts examining the changes in political, economic, and social structures in Italian society from the 18th century to the post-fascist era. Particular emphasis on intellectual trends, artistic currents of the period and their relationship to literature. *Prerequisite: 231 or the equivalent.*

**320. Topics in Italian Studies** Study of significant themes and values that inform Italian culture and are informed by it. This course draws on a wide selection of sources including history, sociology, psychology, popular culture. This course is offered in English with a discussion group in Italian for Italian studies majors and Italian minors. Students of Italian will write their papers in Italian. *Prerequisite: 231 or permission of instructor.*

**400. Senior Tutorial in Italian Studies** Conceived as an integrative experience, this tutorial provides an opportunity for students to examine a specific theme or author from various perspectives. Independent research, under close supervision of a professor, will be shared with other seniors in regular discussion group meetings and will be articulated in a substantial critical paper at the end of the semester. *Prerequisite: Italian studies major or permission of the director of the Italian studies program.*

The following courses are offered in Bologna:

**220. Italian Immersion** A four-week course in Italian language and culture offered in Bologna, Italy. Students speak only Italian while participating in intensive language instruction and other activities planned by the College to deepen students' understanding of contemporary Italian life and culture. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Prerequisite: 116 or the equivalent and acceptance into the Italian Summer Immersion Program.*

**225. Intensive Italian Expression** An intensive study of Italian which includes grammar review, reading comprehension, and oral expression in the context of daily Italian civilization. Individual attention to structure, vocabulary, and idiomatic usage. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Because of the similarity in content, credit will not be given for both 225 and 220 (the immersion course). Prerequisite: 116 and permission of the instructor.*

**270. Italian Language in Context** This two-part course explores in theory and in practice the notion that language is a culturally determined phenomenon. Its aim is to increase students' awareness of the various conventions of discourse while reviewing the key elements of Italian grammar and enriching their active lexical and idiomatic register so they can enroll and successfully complete courses at the University of Bologna. *Offered only at the K. Robert Nilsson Center for European Studies in Bologna. Prerequisite: 225.*



# FRESHMAN SEMINARS

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Dickinson introduces all entering freshman to the character of college-level study through the Freshman Seminar Program. Seminars are required as one of the regular academic courses taken during the first semester of freshman year. While the topics from which freshmen may select their seminar study are as varied as the special academic pursuits of the faculty who teach the seminars, all seminars share the tasks of helping students to adopt high standards for writing, discussion, analysis, and research. Faculty from all departments of the College share the responsibilities for teaching in the seminar program. All Dickinson freshman arrive on campus for orientation knowing what freshman seminar they will join. The seminars begin in the orientation period, so that students are introduced to the academic life of the college at the same time that they learn to find their way into a new social environment.

The following Freshman Seminars are offered in the Fall of 1999:

The Way of The Shaman  
 Baseball: Our National Pastime  
 The Self in Society: Educating the Citizen  
 Urban Problems in Small Town America  
 From Word to Image: Making Films from Literary Works  
 Travel as Writing, Writing as Travel  
 Two Thumbs Up: Critical Approaches to American Narrative Film  
 Borderwork, Border Crossing, and Borderlands  
 Muslim Lives in the First Person  
 War and Remembrance  
 (W)rites of Passage: Storytelling in American Culture  
 Diversity in Demand: Cross-cultural Exploration of Self and Others  
 Deportation: Tales of Tragedy, Tales of Triumph  
 Place, Self, and Community  
 Imagining the Future  
 Computers, Ethics, and Social Responsibility  
 Issues in Contemporary Art: The Visual Artist as Provocateur  
 Let's Write Our Family Histories  
 Exploring Digital Economy and Electronic Business  
 The Renaissance World: Politics and Art in Elizabethan and Jacobean England  
 Places of Memory: Inventing Collective Identity  
 Dickinson College: 226 Years and Counting  
 A Web Traveller's Guide to Japan  
 The Victorian Crisis of Faith: The Darwinian Challenge to Religion in 19th-Century Britain  
 Science and the Performing Arts  
 Women and Men: Ancient Pagan and Christian Origins of Gender Relations  
 Colonial Encounters  
 The Myth of Frankenstein  
 Magnificent Voyages  
 American Silences, American Voices  
 Italian and/or American? Growing up Between Two Cultures  
 Rural Voices and Cultural Expressions: The African Village  
 Navigation by Humans and Other Animals  
 Out of Bounds: Greed and Hypocrisy in American Sports  
 Reflections of a Diverse America  
 Mexico Now  
 Human Rights/ Human Dignity  
 Law, Justice, and the Individual



# GEOLOGY

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## FACULTY

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Noel Potter, Jr., Professor of Geology

Jeffrey W. Niemitz, Professor of Geology, Chair

Marcus M. Key, Jr., Associate Professor of Geology (on leave 1999-2000)

Gene M. Yogodzinski, Assistant Professor of Geology

Jennifer M. Elick, Visiting Instructor in Geology

## MAJOR

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Ten courses in Geology including 131, 132, 205, 206, 209, 231, 301, 302 and in the senior year, at least a one semester independent research or internship. In addition, Chemistry 141 is required.

## MINOR

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Six courses including 131, 132.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 131, 132

Second Year: 205, 206, 209, 231, Chemistry 141

Third Year: 301, 302; upper level electives

Fourth Year: Other courses, special-topics course, Internships and Independent Study or Research

*Note of Caution:* Students who contemplate off-campus study should discuss their plans with one or more of the Department faculty early.

## TEACHER CERTIFICATION

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By completing a minimum number of courses outside the department and the professional semester in the Department of Education, students may be certified for secondary school teaching in Earth and Space Science. See any member of the Department of Geology or the Director of Teacher Education in the Department of Education.

## INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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Many majors do an Independent Study or Research project during their Junior or Senior year. Students may ask any faculty member in the department to supervise a project. Ideally, the faculty member should be contacted during the previous semester to make arrangements for advisement.

## DEPARTMENTAL HONORS

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The department has written procedures for the time of completion of Independent Research projects and for the decision about granting of Departmental honors. A copy of these rules is available from the chairperson.

## INTERNSHIPS

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Several have been done in the department. Although specific arrangements would need to be made, it is



possible to arrange internships with state and federal geologic agencies in Harrisburg. Students have also done internships with local consulting companies. See any member of the department faculty for possible arrangements.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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One recommended off-campus study program is the Dickinson Science Program at the University of East Anglia, England. The on-campus coordinator should be contacted for information.

## COURSES

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**101. The History of Life** An overview of life from its origin on this planet to its present diversity of forms. Topics will include the origin of life, the radiation of organisms in the oceans, the conquest of land, mass extinctions, dinosaurs, and the rise of humans. *Three hours of classroom work per week. This course will not count toward a major or minor in geology.*

**\*131, 132. Physical and Historical Geology** Examines our dynamic, ever-changing planet past and present through the theory of plate tectonics, and the physical processes that transform the earth's surface including weathering and erosion, flooding, and landslides. Groundwater, volcanoes, and earthquakes are discussed. The nature of geologic materials and structure of the earth are also examined. Continental wanderings, mountain building, ocean basin evolution, and climate changes are then the backdrop for 4.5 billion years of earth history and the evolution of life. Topics include the origin of life, early multicellular organisms, vertebrate evolution, invasion of the land by plants and animals, dinosaur dominance and extinction, and the diversification of mammals including man. The geologic history of the local area is observed through numerous field trips. *Three hours classroom and three hours laboratory a week.*

**201. Geomorphology** The description and interpretation of the relief features of the earth's continents and ocean basins with a comprehensive study of the basic processes which shape them. *Three hours classroom and three hours laboratory a week. Offered every other year. Prerequisite: 131.*

**202. Energy Resources** The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power. *Prerequisites: 131 or Environmental Studies 131. Offered every other year.*

**205. Mineralogy** A course in descriptive mineralogy in which the various mineral groups are studied. Includes crystallography, general physical properties, chemical and systematic mineralogy, and instrumental analysis. *Three hours classroom and three hours laboratory a week. Prerequisite: 131, Chemistry 141, or concurrent registration therein.*

**206. Petrology** A systematic study of the modes of occurrence, origin, and classification of rock types. Laboratory studies will be focused on the megascopic identification of the common rocks. *Three hours classroom and three hours laboratory a week. Prerequisite: 205.*

**207. Paleontology** A systematic study of the invertebrate and vertebrate fossil groups, plants, and their evolution and relationships to living forms. *Three hours classroom and three hours laboratory a week. Prerequisite: 131, 132 or Biology 111, 112.*

**209. Sedimentology** A study of the processes and patterns of sedimentation. This includes the origination, transportation, deposition, lithification, and diagenesis of sediments. *Three hours classroom and three hours laboratory a week. Prerequisite: 131 or permission of the instructor.*

**210. Stratigraphy** A study of the theory and application of lithology, geochemistry, geochronology, and paleontology in determining the spatial and temporal relations of sedimentary rock strata. Emphasis on the interpretation of North American and European successions. *Three hours classroom and three hours laboratory a week. Prerequisite: 131, 132, 205, 209.*



**220. Environmental Geology** A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. *Prerequisite: 131, 132 or Environmental Studies 131, 132. This course is cross-listed as Environmental Studies 220.*

**221. Oceanography** An interdisciplinary introduction to the marine environment, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered. *Three hours classroom and three hours laboratory per week. Prerequisite: one year of a laboratory science. This course is cross-listed as Environmental Studies 221. Offered every other year.*

**231. Chemistry of Earth Systems** An introduction to the origin, distribution, and behavior of elements in the geochemical cycles and processes of the atmosphere, hydrosphere, and lithosphere. Topics include the chemistry of magma, hydrothermal fluids, weathering, fresh and ocean waters, sediment diagenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials. *Prerequisite: Chemistry 141, Geology 131, 132. May be counted toward a chemistry major.*

**301. Field Geology** A course in some of the basic geological field techniques, with the preparation of topographic and geologic maps and reports from data obtained by the student in the field. *Three hours classroom and three hours laboratory a week. Prerequisite: 131, 132.*

**302. Structural Geology** Tectonics, properties, relationships, and positions of the component rock masses of the earth. *Three hours classroom and three hours laboratory a week. Prerequisite: 301.*

**311. Special Topics** In-depth studies in special geological topics to be offered on the basis of need and demand. Recent topics have included Environmental Geology, Origin of Life, Quaternary Geology, and Instrumental Analysis in Geology. *Prerequisite: Permission of the instructor.*

**318. Optical Mineralogy** Crystal optics and use of the polarizing microscope for the examination of minerals by the immersion method and rocks in thin section. *Three hours classroom and three hours laboratory a week. Prerequisite: 206 or concurrent registration therein. Offered every other year.*

**320. Hydrogeology** An in-depth study of the interrelationships of geologic materials and processes with the occurrence, distribution, movement, and chemistry of water on and near the earth's surface. Topics include the hydrologic cycle; recharge, flow, and discharge of groundwater in aquifers; groundwater quality, contamination, development, management, and remediation. Practical experience will be gained in siting, drilling, testing, and monitoring water wells at the college's water well field laboratory. *Prerequisite: 220, 231 or permission of instructor.. This course is cross-listed as Environmental Studies 320. Offered every two years.*

Following course is offered in January term:

**304. Field Study of Marine Carbonate Environments** An intensive off-campus field course examining the biological, chemical, geological, and physical processes and patterns in modern and ancient tropical marine carbonate environments. Human impact on these fragile environments will also be considered. An in-depth examination of all major sub-environments on San Salvador Island, Bahamas will be followed by independent study research projects. *Prerequisites: Geology/Environmental Studies 221 and permission of the instructor. Cross listed with Environmental Studies and Biology Offered every other year.*



# GERMAN

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## FACULTY

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Dieter J. Rollfinke, Professor of German

Beverly D. Eddy, Professor of German

Wolfgang Müller, Professor of German, Chair

Gisela Roethke, Associate Professor of German (on leave 1999-2000)

Laurel Cohen-Pfister, Visiting Assistant Professor of German

William G. Durden, President of the College, Part-time Professor of German

Rainer Stollmann, Part-time Associate Professor of German; Director, Dickinson in Bremen Program

Elke F. Durden, Part-time Assistant Professor of German

## MAJOR

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After completing the German language requirement, students who major in German must take 11 courses, three of which can be taken in English. If the three courses in English are offered as FLIC courses, German majors are required to take them in that form. Nine of the eleven required courses must be taken in the field of German literature, language, and culture, including German 232, 240, 241 and 400. Four of these eleven courses may be language courses taken beyond the language requirement. Seniors must take one 300-level course in the Fall semester and the Senior Seminar in the Spring semester (special arrangements will be made for the seniors completing their professional teaching semester in the spring). Two courses (in which a significant portion of their content deals with Germany-related issues) must be taken in one or more of the following departments: history, philosophy, fine arts (art history), music, political science, economics, Judaic studies, religion.

## MINOR

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Students who want to minor in German have to take 6 courses beyond the required language sequence including 232, 240 and 241. Five of these courses must be in the German language. Two of these six courses may be language courses taken beyond the language requirements.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study projects are an option open to self-motivated students with a desire to pursue a study topic not related in the department's regular class offerings. Most projects are taken for either half or full course credit. Usually each independent study student will have a weekly meeting with her or his adviser.

Occasionally, students may elect an independent study project in the German language. This option is open only when it is clear that the student's needs cannot be met in the traditional language courses. Possibilities for independent language work include: advanced oral and written language practice; technical translation.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Junior Year** Students majoring or minoring in German are encouraged to spend one or two semesters abroad during the junior year. For qualified students, the Junior Year in Bremen is a Dickinson-affiliated



program with a wide range of course and program options, including laboratory courses in the sciences.

**Summer Immersion Program** The German Department offers a four-week student immersion at the University of Bremen, West Germany. *See the course description for German 220, Bremen Practicum.*

## COURSES

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**\*101, 104. Elementary German** An intensive study of the fundamentals of German grammar with an eye to developing reading, writing, speaking, and understanding skills. Classes are small, meet five days a week, and move quickly. Beginning students are reading stories and writing short essays within a few weeks.

**116. Intermediate German** Introduction to conversation and composition using the skills acquired in 101 and 104 or in similar courses. Special attention is paid to grammar problems. Readings include contemporary essays and/or fiction. Classes are small and intensive, meeting five days a week. *Prerequisite: 104 or the equivalent.*

**104/116. Accelerated German** An intensive two-credit course that allows students to complete the last two semesters of the language requirement during a single semester. This course makes extensive use of multi-media supports such as computerized reading programs, interactive videos, and the Internet, as well as more traditional texts and grammars. Classes are small and intensive. *Eight classroom hours and two additional assigned contact hours with native language assistants per week. Prerequisite: 101 with grade of B or better (B+ or better at time of pre-registration) and permission of the instructor.*

**221. German Conversation and Composition** Advanced practice in reading, writing, speaking, and understanding German, using current political and social events, stories, essays, and other materials as the topics for discussion and writing assignments. *Prerequisite: 116 or the equivalent.*

**222. Conversation and Composition on Contemporary Issues** This course sharpens language skills learned, such as writing and speaking the German language. By focusing on cultural and political issues in the German speaking countries, it will also strengthen the cultural and political literacy of our students. Topics to be discussed may include the ramifications of Germany's unification, the Neo-Nazi movement, the administrative structure of Germany, Austria, and Switzerland, and the women's and labor movements. *Prerequisite: 116 or permission of the instructor.*

**232/314. Introduction to German Literature** This course is designed to introduce students to the special skills required for careful, critical reading of literary texts. It is a prerequisite for all literature courses that the Department offers in German and is strongly recommended for all students intending to participate in a German program abroad. *Prerequisite: 116 or permission of the instructor.*

**240/310. German Cultural History I** A survey of the historical, social, and cultural developments in Germany, including their impact upon German literature, from pre-Christian days up to the French Revolution. *Prerequisite: 116 or the equivalent.*

**241/311. German Cultural History II** A survey of the historical, social, and cultural developments in Germany, from the French Revolution up to the present day. *Prerequisite: 116 or the equivalent.*

**250. Topics in Germanic Studies** An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, sagas and legends.

**251. Topic in Scandinavian Studies** Courses on the literature and culture of these north Germanic countries are offered regularly and cover topics as diverse as: the Vikings; Ibsen and Strindberg; Women in Scandinavian literature; the Scandinavian novel. *Offered in English.*



**252. Topics in Women's and Gender Studies** Analysis and discussion of various feminist or gender issues. Topics may be feminist literature and criticism, individual feminist authors, German women's history, recent feminist issues, or the cultural construction of gender in German society and literature. *Offered in English.*

**341. German Medieval Literature** A study of the German medieval period. Readings will include epics such as the Nibelungenlied, the Eddas, the songs of the courtly poets, and Arthurian tales. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**342. Sturm und Drang and German Classicism** A study of the works of Goethe and Schiller and their contemporaries, and the era in which they lived and worked. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**343. German Romanticism** A study of the generation of writers after Goethe and Schiller (the 1790s to the 1830s), e.g., E.T.A. Hoffmann, Brentano, and the brothers Grimm, whose stories, poems, and fairy tales have had a powerful effect on Poe and Hesse. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**344. German Bourgeois Realism** A study of the works of Stifter, Grillparzer, Heine, Grabbe, Storm, and Fontane, writers active from the turmoil of the mid-1800s to the rise of Prussia and the decay and collapse of the Austrian empire. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**345. German Expressionism** A study of the works of writers in World War I and the Weimar Republic, including Wedekind, Werfel, Trakl, Kaiser, Toller, and Lasker-Schüler. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**346. German Literature since 1945** A study of the works of Bachmann, Böll, Frisch, Grass, Heym, Wolf, and others as writers dealing with contemporary issues of the German speaking countries. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**360. German Popular Culture** This course will investigate German popular culture in its historical and cultural context. Students will study selected texts from popular fiction, such as detective novels and cartoons, listen to popular music, and watch popular tv series, while developing a methodology to analyze critically the "other" German culture. *Prerequisite: Permission of the instructor.*

**370. German Film** This course will focus on German films in their broader cultural and historical context. Students will study selected films and develop a method for viewing and analyzing them. Topics may be the "New German Cinema" from Schlöndorff and Kluge to Herzog, Fassbinder and Wenders, the films of feminist film makers, such as Sander, von Trotta, Ottinger, and Sanders-Brahms, or Literature and Film. *Prerequisite: Permission of the instructor.*

**400. Senior Seminar** Advanced investigation of a particular writer, work, problem, or theme in German literature and/or culture, with emphasis on independent research and seminar reports. *Prerequisite: German major or permission of the instructor.*

The following courses are offered in Bremen:

**220. The Bremen Practicum** A four-week course in contemporary German language and culture offered at the University of Bremen, West Germany. Students will speak only German during this four-week period, and participate in intensive language classes, special lectures and field trips arranged by Dickinson with German university instructors. *Prerequisite: German 116 or equivalent and permission of the department.*

**340. Comparative Cultures: USA-Germany** Using the university and city of Bremen as laboratory, students will explore the experience of culture shock, the difference between American and German everyday life, structural differences in American and German public institutions, historical ties between the two countries, historic concepts and symbols, differing relationships to national culture, the effect of Germany's past on contemporary consciousness. *Prerequisite: Acceptance into the Dickinson in Bremen Program.*



# HISTORY

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## FACULTY

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Stephen Weinberger, Robert Coleman Professor of History

Charles A. Jarvis, Professor of History

George N. Rhyne, Professor of History

Neil B. Weissman, Professor of History, Dean of the College

Kim Lacy Rogers, Professor of History (on leave 1999-2000)

John M. Osborne, Associate Professor of History

David Commins, Associate Professor of History, Chair

Timothy Lang, Associate Professor of History

Lisa Lieberman, Associate Professor of History

Marcelo Borges, Assistant Professor of History

Ruud van Dijk, Visiting Assistant Professor of History

Jennifer M. Spear, Instructor in History

JoAnne Brown, Associate Dean of the College, Part-time Associate Professor of History

Daniel K. Richter, Distinguished Scholar, College Archives and Special Collections

## MAJOR

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Ten courses including:

### I. Methodological Core:

History 204

History 304, 305 or approved equivalent

History 404

### II. Thematic Emphasis

Option A: Regional Focus

European History: 105 and 106, or 106 and 107, or 243 and 244, or 253 and 254, and at least two of the following: 213, 222, 223, 230, 231, 232, 234, 235, 257, 259, 313, 314, 333, 336, 357, 358

or North American History: 117 and 118, or 349 and 350, and at least two of the following: 211, 247, 281, 286, 288, 311, 382, 388, 389, 392, 394

or Latin American History: 130 and 131 and at least two of the following: 215 (where appropriate), 315 (where appropriate)

or Middle Eastern History: 121 and 122 and at least two of the following: 215 (where appropriate), 315 (where appropriate), 371, 372

or Asian History: 119 and 120 and at least two of the following: 215 (where appropriate), 262, 315 (where appropriate), 336, 360, 361

Option B: Topics Focus

Four related courses on a historical theme defined in conjunction with the student's adviser. At least three of the courses must be at the 200 or 300 level.

Under either option, a course from an appropriate related discipline may be substituted for one of the upper-level course requirements.

### III. Comparative Contexts

At least one course each in North American, European, and Non-western or Latin American History; Classics 251, 252, 253, or 254 may be substituted for the European History. Junior and senior majors are normally expected to choose courses at the 200 and 300 levels.



## MINOR

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204 and at least five additional history courses.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: One or two 100-level history courses

Second Year: 204, and one or two additional history courses

Third Year: 304 or 305 and upper level history courses

Fourth Year: 404 and remaining upper level history courses

*NOTE:* Students should plan their major in consultation with their advisers.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY OR RESEARCH

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The department faculty member teaching in the area of the student's topic of interest should be contacted to discuss the proposal. Copies of guidelines for independent study/independent research are available from the department secretary.

## DEPARTMENTAL HONORS

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Departmental honors require a minimum of two courses in independent research. Project proposals must be formulated and approved in the second semester of the junior year. Guidelines are available from the department secretary. The project should be discussed with the department chair and faculty adviser. An oral examination is conducted by the department on papers judged to have honors quality.

## INTERNSHIPS

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Contact the Internship Office and/or an individual member of the History Department for information. Internships are ordinarily scheduled in the junior or senior years. Summer internships, perhaps at "living history" or museum sites, are also encouraged.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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The Department encourages participation in the many off-campus options. The Dickinson programs in Bologna, Italy and Norwich, England are particularly attractive options for History majors.

## COURSES

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**105. Medieval Europe** A survey of the development of European civilization from the fall of Rome to the Renaissance.

**106. Modern Europe to 1815** Society, culture, and politics from the Renaissance through the French Revolution.

**107. Modern Europe since 1789** Social, cultural, and political developments in Europe from the French Revolution to the present.



117, 118. **American History** A two-course survey. The first term—1607 to 1865—treats colonial, revolutionary and national America through the Civil War. The second course—1865 to the present—treats aspects of political evolution, foreign policy development, industrialization, urbanization, and the expanding roles of 20th century central government. Both courses include attention to historical interpretation. *Multiple sections offered.*

119. **South Asia: India and Pakistan** A survey of ancient Indian civilizations, classical Hindu culture, the era of Muslim dominance, European imperialism, and issues confronting the subcontinent since independence.

120. **East Asia: China and Japan** An introduction to the classical order in China and Japan followed by a consideration of the impact of Western intervention and internal change from the 18th century to the present. Special emphasis on the interaction between China and Japan in this period.

121. **Middle East to 1750** The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.

122. **Middle East since 1750** Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.

130, 131. **Latin American History** A two semester survey. The first investigates the ancient American civilizations, the Iberian background of the conquest, the clash of cultures that created a new colonial society, and the early 19th century movements for independence. The second term focuses on the social, economic, and political developments of the new nations from their consolidation in the late 19th century to the present. Both courses view Latin American history from a global perspective.

204. **Introduction to Historical Methodology** Local archives and libraries serve as laboratories for this project-oriented seminar that introduces beginning majors to the nature of history as a discipline, historical research techniques, varied forms of historical evidence and the ways in which historians interpret them, and the conventions of historical writing. *Prerequisite: one previous course in history.*

211. **Topics in American History** Selected areas and problems in American history. Suitable for beginning history students, majors, and non-majors.

213. **Topics in European History** Selected areas and problems in European history. Suitable for beginning history students, majors, and non-majors.

215. **Topics in Comparative History** Selected areas and problems in comparative history. Suitable for beginning history students, majors, and non-majors.

222. **Feudal Europe** A study of the emergence of feudalism and an evaluation of its role in the development of western Europe. *Offered every other year.*

223. **Renaissance Europe** A study of prevailing conditions (social, economic, political, and cultural) in western Europe with particular attention given to the achievements and failures of the Renaissance. *Offered every other year.*

228. **Italian History from the Middle Ages to the Enlightenment** An examination of the principal events in Italian society, culture, religion, and politics, including the rise of the medieval monastic orders, Italian city-states, the development of commerce and industry, Renaissance Italy, the age of counter-reformation, and the Age of Enlightenment. Student research will utilize resources such as museums and libraries available in the Bologna area. *Offered in Bologna only.*

230. **Modern Germany** From the 19th century to the present. Emphasis on political and cultural responses to socio-economic change, including German liberalism, the Bismarckian settlement, origins of the World Wars, Weimar democracy, and Nazism. *Offered every other year.*



231. **Modern France** French society, culture, and politics from the Restoration to the present. *Offered every other year.*

232. **Modern Italy** A survey of social, cultural, and political developments from the beginnings of the Risorgimento in the 18th century to the post-war period, including the effects of the Napoleonic period, the unification of Italy, World War I, Fascism, World War II, and the Cold War. *Offered every other year.*

234. **Europe: 1914-1945** An examination of the evolution of European society between 1914 and 1945 under the impact of communism, fascism and world war. *Offered every other year.*

235. **Industrial Europe** The social, economic, and cultural impact of the rise of industrialism and modernization on western Europe from 18th century beginnings to the full maturation of industrial society. *Offered every other year.*

236. **African History** an overview of key issues in the history of Africa south of the Sahara, including pre-colonial society and the sources for its study, Africa's role in the making of the "Atlantic world," the implantation and consequences of European colonial rule, and developments since Independence.

243, 244. **English/British History: 55 B.C. to Date** First semester: the emergence of a unified English society, and its political expression, to 1688 with particular attention to social, economic, and institutional developments. Second semester: the political, economic, and social development of Great Britain, domestically and internationally, as a major power in the 18th and 19th centuries, and the abandonment of that role in the 20th century.

247. **American Colonial History** An examination of North American history from the earliest contacts between European and American peoples to the eve of the American Revolution. Particular attention is devoted to the interplay of Indian, French, Spanish, and English cultures, to the rise of the British to a position of dominance by 1763, and to the internal social and political development of the Anglo-American colonies.

253, 254. **History of Russia** First semester: from earliest times through the reign of Alexander III. Second semester: fall of the tsardom, the Russian revolution, the Soviet experience, and post-communist transition.

257. **European Intellectual History** Main currents of Western thought from the 17th century to the present with emphasis upon the interaction of ideas and social development. *Offered every other year.*

259. **Europe Since 1945** A social, political, and cultural study of the nations of Europe from the end of the Second World War to the present including the early East/West division, economic recovery, and the growth of economic and political integration.

281. **Recent U.S. History** Examination of the social, political, and economic development of the U.S. since the New Deal.

286. **New Nation 1787-1828** Reading and research in the political, economic, and social developments of the U.S. during the first generation of its official nationhood, from the writing and ratification of the Constitution to the election of 1828.

288. **American History in the Civil War Period** An analysis of the political, economic, and intellectual aspects of 19th century America from 1828 to 1865. Attention is given to the causes and course of the Civil War.

304. **Collateral Research** In this half-credit research experience a student builds on the skills introduced in History 204 to produce a substantial essay dealing either with a significant historiographical problem or with a question involving research in primary sources. Must be taken in conjunction with a substantive course at the 200 or 300 level, which will provide a broader context for the problem addressed in the student's essay *Prerequisite: 204 and permission of the instructor. One-half course credit.*



**305. Research Practicum** As an alternative to History 304, qualified students may enroll under this heading for supervised independent projects on- or off-campus, academic internships with a strong research component, or collaborative original research with faculty. Projects might result in a substantial essay based on primary materials, or take such other forms as, for example, a documentary video, a processed archival collection or finding aid, a historic site or archaeological field study, an oral history, or a museum exhibition. *Prerequisite: 204 and permission of the instructor. One-half or one course credit.*

**311. Studies in American History** Selected areas and problems in American history. Designed for majors and for non-majors who have taken courses in related fields.

**313, 314. Studies in European History** Selected areas and problems in European history. Designed for majors and for non-majors who have taken courses in related fields. *314 offered in Bologna only.*

**315. Studies in Comparative History** Selected trends and problems studied comparatively in various periods and geographical areas. Designed for majors and for non-majors who have taken courses in related fields.

**333. The First World War** A study of the causes, progress, and consequences of the first global conflict of modern times. Particular attention is paid to the political and social impact of total warfare on the participating nations. *Offered every other year.*

**336. Comparative Revolutions** Comparative consideration of major revolutions such as those in France (1789), Russia (1917), and China (1949) in terms of causation, program, dynamics, and long-term effect. *Offered occasionally.*

**349, 350. American Intellectual and Social History I and II** An exploration of relationships between American ideas and American society, with particular concern for the changing ways in which Americans have thought about themselves, their communities, and their role in the world. The first semester deals with selected topics from the European discovery of America to the middle of the 19th century, including the evolution of racial attitudes, the rise and fall of Puritanism, the roots of republican political ideology, and the efforts of 19th century reformers. The second semester covers topics from the mid-19th century to the present, with special attention to the social world of the factory and the city and the intellectual world of science and social science.

**357. Deviance in Modern Europe** Insanity, crime, and social protest in Europe from the 16th century to the present. An exploration of the ways in which European societies have attempted to define and control mental and social disorders. A reading and discussion course in which students are encouraged to examine their own attitudes toward deviant behavior.

**358. 19th-20th Century European Diplomacy** European diplomatic history from the Congress of Vienna through World War II. *Offered occasionally.*

**360. Japanese Modernization** An investigation of the impact of modernization on Japanese society over the last two centuries. Special emphasis on conflicting interpretations of Japanese constitutionalism, imperialism, and militarism and on the relevance of Japan's historical experience for an understanding of her contemporary condition. The course is not a survey, but no previous knowledge of Japanese history is required. *Offered every other year.*

**361. China: Revolution and Modernization** An examination of the interaction between the themes of modernization and revolution in China over the last two centuries. Emphasis on alternative programs for a new Chinese order including Nationalism and Communism. The course is not a survey, but no previous knowledge of Chinese history is required. *Offered every other year.*

**371. The Arab-Israeli Conflict** A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.



**372. Islam** An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times. *This course is cross-listed as Religion 259.*

**382. Diplomatic History of the United States** Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.

**383. Latin American-U.S. Relations** A study of political, economic, and cultural relations between Latin America and the United States from the early nineteenth century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.

**388. African-American History** A survey of black history from pre-colonial Africa and the origins of slavery in the American colonies to the urban migrations of the 20th century.

**389. Native Peoples of Eastern North America** A survey of major development among Native Americans east of the Mississippi River from approximately A.D. 1500 to the present, using the interdisciplinary methodologies of ethnohistory. Topics to be addressed include 16th and 17th century demographic, economic, and social consequences of contact with European peoples, 18th century strategies of resistance and accommodation, and 19th century government removal and cultural assimilation policies, and 20th century cultural and political developments among the regions surviving Indian communities. *This course is cross-listed as Anthropology 223.*

**392. Immigrant America** This course examines the experiences of immigrant and migrant Americans from the 17th through the 20th centuries, with special emphasis on the periods 1870-1914 and 1965-present. It will analyze the changing context of the immigrant and migrant experience as depicted in historical, autobiographical, and fictional narratives. *Offered every other year.*

**394. The Family in America** Traces the history of the American family from the colonial period through the present, using an interdisciplinary approach that combines readings in demography, social history, psychology, literature, and anthropology. Topics explored include family formation and gender creation, marriage and divorce, family violence, and the social impact of changing patterns of mortality and fertility.

**404. Senior Research Seminar** An examination of the historiography of a major topic, culminating in substantial research paper based in significant part on the interpretation of primary sources. *Prerequisite: 204, 304, 305 or equivalent, and permission of the instructor.*



# HUMANITIES

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In all courses given the humanities designation, students study the aesthetics of specific human works in various media and inquire into the meanings of human existence embodied or suggested there. The courses explore the varied historical and cultural contexts of such works to support the primary focus upon the integrity and artistic character of the works themselves. The instruction is interdisciplinary.

## COURSES

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**120. Masterworks of the Western World** A study of a small number of works from the several arts—architecture, the graphic arts, literature, and music. The intent is 1) to focus on the works themselves, their dialectics of form and content, 2) to inquire into their historical cultural and personal contexts, and 3) to explore the conditions and character of each achievement, both in its own setting and in its potential for more universal aesthetic power. Works will be chosen from fifth century Athens, 16th or 17th century Europe, and 20th century America. *Open to freshmen and sophomores.*

**220. Masterpieces of the Western World** This course will have the same syllabus as Humanities 120. Identical materials are covered and lectures given jointly. However, the course will have its own discussion groups, and a more advanced level of interpretive skills will be assumed both for group discussions and for evaluation. *Open to juniors and seniors.*

**Note:** Students may take either course for credit but not both. Either course fulfills Division I.a. distribution requirement.

The following courses are offered in England:

**109. London's History and Culture** A topics course which focuses upon the ways that history, literature, and the arts shape culture, using the city of London and its environs as a laboratory. *Taught in the Summer Semester in England only.*

**309. Studies in the Humanities I** The primary aim of Humanities 309 is to help students understand works of art as human statements that share certain formal principles and make manifest (in their differing ways) a variety of common values. The course explores not only those formal and aesthetic principles to which all the arts respond in various historical eras, but also those occasions when one art form influences another. A second major goal is to study the ways that literature, the fine arts, drama, and music might well be understood by considering the sensibilities of the creator within the socio-cultural influences of a particular epoch. The emphasis in this regard is on the ways in which the history and geography of London can help us appreciate the production, performance or displaying of the arts in a specific cultural context. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: acceptance into the Dickinson Humanities Program in England. Offered only in the Dickinson Humanities Program in England.*

**310. Studies in the Humanities II** A continuation of Humanities 309, pursuing the same concerns only in a different setting: The new focus is on the ways in which the history and geography of Norwich and East Anglia in particular, and "the country" in general, can help us appreciate the production, performance or displaying of the arts in a specific cultural context. Students will build upon individual research projects undertaken in Humanities 309, studying the special impact of setting on culture. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: Humanities 309. Offered only in the Dickinson Humanities Program in England.*

**315. Topics in the Humanities** This course permits the exploration of a discipline-specific topic in the context of English culture. Topics will vary according to the discipline of the director and may include topics from the following disciplines: dramatic arts, literature, fine arts, history, and music. *This course will not fulfill a distribution requirement and will fulfill a major requirement if so directed by the department of the Dickinson Director. Prerequisite: permission of the instructor. Offered only in the Dickinson Humanities Program in England.*



## INTERDISCIPLINARY STUDIES

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### COURSES

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**300. The Bologna Practicum** An interdisciplinary seminar focusing on the city of Bologna. Guest participants include administrators, political figures, art experts, and others with local expertise. Offered only in Bologna.

## INTERNATIONAL STUDIES

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### FACULTY

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**Douglas T. Stuart**, Robert Blaine Weaver Professor of Political Science and International Studies, Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues

**Michael J. Fratanuono**, Associate Professor of International Studies, Chair

**Stephen E. Erfle**, Associate Professor of International Studies

**Pernilla M. Neal**, Assistant Professor of Political Science and International Studies

**Dengjian Jin**, Assistant Professor of International Studies

**Michael J. Gallagher**, Assistant Professor of International Studies

**Katharine S. Brooks**, Director of Career Development and Advising, Part-time Associate Professor of International Studies

### CONTRIBUTING FACULTY

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**William Bellinger**, Associate Professor of Economics

**Russell Bova**, Associate Professor of Political Science

**Robert D. Ness**, Associate Professor of English

**Timothy Lang**, Associate Professor of History

**Grace L. Jarvis**, Senior Lecturer in Spanish

## INTERNATIONAL BUSINESS AND MANAGEMENT

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### MAJOR

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Economics 111: Introduction to Macroeconomics

Economics 112: Introduction to Macroeconomics

IB&M 200: Business, Government, and the International Economy, Part I

IB&M 201: Business, Government, and the International Economy, Part II

IB&M 210: Financial Accounting

IB&M 220: Managerial Economics

IB&M 227: Organizational Behavior

IB&M 300: A topics course in IB&M

IB&M 300: A second topics course in IB&M

IB&M 400: International Business Policy & Strategy

2 courses beyond the intermediate level of foreign language

1 course in the history, politics, economics of the country/region of specialization

1 course in the culture of the country-region of specialization

Internship or field experience (not for credit in the Major)



## SUGGESTED FOUR YEAR PROGRAM

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First Year: Economics 11, 112 plus foreign language courses

Second Year: 200, 201, 210; Economics 220; continued foreign language study

Third Year: Majors are encouraged, but not required to study abroad for a semester or full year; continued foreign language study (if possible, one course should emphasize business or professional applications); one course relating to history, politics, or economics of the country/region of specialization; one course relating to the culture of the country/region of specialization; those studying abroad may be able to complete a field experience.

Fourth Year: 300 (two courses); 227, 400

*NOTE:* Students who wait until their sophomore year to take Economics 111 and 112 can still complete the major. However, because these students will have to take the year long IB&M 200, 201 sequence during their junior year, they will only be able to study abroad in the summer.

## COURSES

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**200. Business, Government and the International Economy, Part 1** Concentration upon strategies pursued by nation states in their interaction with international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate. *Prerequisite: Economics 111 and 112; concurrent enrollment in Economics 112 by permission of the instructor. This course will not fulfill distribution requirement.*

**201. Business, Government, and the International Economy, Part 2** Concentration upon multinational corporations and nongovernmental organizations as they respond to nation states and the international economy. We will examine the impact of technological innovation on global capital markets. Regionalization, as evidenced by the emergence of the North American Free Trade Agreement and European Union will be explored. Transnational problems, such as resource scarcity, environmental pollution, and population growth will be examined from the perspective of multinational corporations and nongovernmental organizations. Students will consider the evolution of market economics in former communist states and in both newly industrializing and underdeveloped countries. The course will employ case studies to focus on corporate strategies for dealing with these issues and environments. *Prerequisite: 200. This course will not fulfill a distribution requirement.*

**210. Financial Accounting** This course is oriented toward the user of financial information (rather than the preparer) and provides students with useful tools for understanding and using accounting information. By the end of the course, students will understand the basic principles and concepts of accounting, the business and economic activities that generate accounting information, how to use accounting information for economic decision-making, and how accounting affects society and individuals. Students are also introduced to the international dimensions of financial reporting. *This course will not fulfill a distribution requirement.*

**220. Managerial Economics** Applies the principles and methods of economics to analyze problems faced by managers in a business or other type of organization. This course emphasizes how managers can (and should) use economic tools to further the objectives of the organization. Emphasis is on application of theory to actual business decisions. Many applications will require students to build economic models using spreadsheets, just as they will be required to do in a business setting. *Prerequisite: Economics 111. This course*



*will not fulfill a distribution requirement.*

**227. Organizational Behavior** This course looks at how human systems function within the structure of the organization and how individual and group behaviors affect collective organizational culture and organizational effectiveness. Students study individual, interperson, and group processes; the relationship between attitudes and behavior; ethical decision-making; and the management of organizational conflict and change. Approaches for developing leadership, managing conflict, communicating effectively, enhancing efficiency, and encouraging organizational adaption to changing environments are explored. Examples taken from domestic and international organizations are used throughout the course. *Depending upon topic, this course may fulfill Comparative Civilizations requirement.*

**300. Issues in International Management** A topics course examining important issues in international management. Examples of course possibilities include issues in cross-cultural communication and ethics, issues in international marketing, issues in international dimensions of financial reporting, issues in government regulation of business, and issues in financial decision-making. *Prerequisite: 201 or permission of the instructor. This course will not fulfill a distribution requirement.*

**400. Seminar in International Business Policy and Strategy** This capstone course focuses on the challenges associated with formulating strategy in multinational organizations. The course will examine multinational business decisions from the perspective of top managers who must develop strategies, deploy resources, and guide organizations that compete in a global environment. Major topics include foreign market entry strategies, motivation and challenges of internationalization, the analysis of international industries, building competitive advantage in global industries, and the role of the country manager. Case studies will be used to increase the student's understanding of the complexities of managing international business operations. *Prerequisite: 300 or permission of the instructor. This course will not fulfill distribution requirement.*

## INTERNATIONAL STUDIES

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### MAJOR

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**I. Core Disciplines:** eight courses in the core disciplines (economics, history, and political science). They must include the following, plus two elective. Electives must be clearly international in content and pertain directly to the student's area of geographical concentration.

Political Science 170: International Relations

Political Science 280: American Foreign Policy, or

History 382: U.S. Diplomatic History

History 358: 19th-20th Century European Diplomatic History

Economics 100: Contemporary Economics or Economics 111 and 112: Macroeconomics and Macroeconomics

Economics 248: The World Economy or Economics 348: International Economics, or IB&M 200: Business, Government, and the International Economy, Part 1

**II. Area Courses:** five courses in one geographic area (Asia, Latin America, Russia, Middle East, eastern Europe, western Europe); students selecting western Europe will usually focus on a single nation exclusive of courses taken to meet requirements in the core disciplines. Three of these courses must be in the humanities. These courses must include:

- a. one course in the history of the area or nation of concentration (western Europe courses must be in the appropriate national history wherever possible),
- b. one language course beyond the 116 level in the language of the area or nation of concentration,



c. three courses examining the culture/civilization of the area or nation of concentration.

*NOTE:* No core or area courses may be taken Pass/Fail, without approval of department chair.

**III. Interdisciplinary Seminar Research:** International Studies 401 seminar taken in the senior year.

**IV. Integrated Study:** International Studies, 402, 403.

## SENIOR ORAL EXAMINATION

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One especially challenging part of the major is the comprehensive oral examination at the end of the senior year. The exam lasts one hour, and involves questions relating to all four components of the International Studies Program.

## DEPARTMENTAL HONORS

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A student will be awarded departmental honors if the student has a 3.40 average overall and in the major, an A or A- in International Studies 401, and Honors in the oral examination.

## OPPORTUNITIES FOR OFF-CAMPUS STUDIES

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One or two semesters (fall, spring, or summer): A student may choose, with the approval of the supervising committee, any program of foreign study in the context of an international studies semester abroad program. Although majors are encouraged to go abroad, study abroad is not required.

## COURSES

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**290. Selected Topics in International Studies** Special topics not usually studied in depth in course offerings are examined.

**401. Interdisciplinary Seminar Research** Integrated the various disciplines in the major, normally involving the student's geographic area.

**402, 403. Integrated Study** During the senior year, students will prepare for an oral examination in the core disciplines and in their area. The examination will be administered by the supervising committee.  
*One-half course credit each semester.*



# INTERNSHIPS

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Detailed information about internships, advice in planning, and all necessary forms are available in the Career Center.

## COURSES

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**301. Internship Seminar** Studies in the seminar will analyze the workplace through the prism of the liberal arts. Through guided readings, oral and written reports, and structured conversations, students will critically reflect upon and analyze their workplace experiences. Students will study the formal and informal structures of the workplace through a variety of liberal art disciplines, and develop a sense of how their liberal arts education serves them in the workplace. *Also offered at Dickinson Centers abroad. Prerequisite: Must be simultaneously engaged in an internship. Credit/no credit grade only.*

**7xx. Internships for departmental credit** Faculty-sponsored internships are registered individually as 700 courses specifically attached to the departments in which they are arranged. Arrangements for the internship must be made in advance. Students wishing to undertake a faculty-sponsored internship need to consult with the faculty sponsor during the semester preceding the one in which the internship will be undertaken. The internship registration form must be completed and filed during preregistration. *May be credit/ no credit or a letter grade.*



# ITALIAN STUDIES

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## CONTRIBUTING FACULTY

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Sylvie G. Davidson, Professor of Romance Languages, Coordinator

Cyril Dwiggins, Associate Professor of Philosophy

Ted Emery, Assistant Professor of Italian

Leon Fitts, Professor of Classical Studies

Marvin Israel, Associate Professor of Sociology

Peter Lukehart, Part-time Associate Professor of Fine

Tullio Pagano, Associate Professor of Italian

George Rhyne, Professor of History

J. Mark Ruhl, Professor of Political Science

Melinda Schlitt, Associate Professor of Fine Arts

Douglas Stuart, Professor of Political Science

Stephen Weinberger, Professor of History

Blake Wilson, Associate Professor of Music

## MAJOR

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1. Required courses within the Italian department:

- a. Italian 231
- b. Italian 232
- c. Italian 251
- d. Italian 252
- e. Italian 320
- f. Italian 400

2. Required courses taken in other departments:

- a. Fine Arts 132: The Arts of Italy (*offered only in Bologna*) or Fine Arts 300: Italian Renaissance Art 1250-1450 or Fine Arts 301: Italian Renaissance Art 1450-1563. *Prerequisite for Italian studies major only: Fine Arts 101 or 102 or permission of instructor*
- b. History 232: Modern Italy or History 228: Italian History from the Middle Ages to the Enlightenment (*offered only in Bologna*)

3. Elective emphases: two courses to be taken in one area of emphasis. These courses are to be chosen in consultation with the director of the Italian studies program. Other courses approved by the director of the program may be substituted for any course in an area of emphasis when the contents of the course are suitable.

a. Humanities

Classical Studies 224: Introduction to Roman Archaeology

Fine Arts 304: Southern Baroque. *Prerequisite for Italian studies major only: Fine Arts 101 or 102 or permission of instructor*

Music 351: Seminar in Medieval and Renaissance Music

Philosophy 242: Medieval and Renaissance Philosophy

b. History

Classical Studies 254: Roman History

History 223: Renaissance Europe

History 358: 19th-20th Century European Diplomacy

c. Social Sciences

Interdisciplinary Studies 300: Bologna Practicum (*offered only in Bologna*)



Political Science 250: Comparative West European Systems

Political Science 275: Comparative Industrial Relations (*offered only in Bologna*)

Political Science 276: Italian Politics (*offered only in Bologna*)

Sociology 230: Italian-American Ethnicity

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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### JUNIOR YEAR

The curriculum for Italian Studies students is comprised of three elements, as follows:

- 1) K. Robert Nilsson Center courses which serve well the interdisciplinary character of the Italian Studies major. Students are encouraged to conduct research and to write their papers for these courses in Italian.
- 2) Independent Studies, in Italian, involving specialized projects using resources available only in Italian. Directed by on-site Italian faculty from the K. Robert Nilsson Center, the Johns Hopkins School for Advanced International Studies, or the University of Bologna, one-credit independent studies will be grouped in small seminars.
- 3) Courses at the University of Bologna chosen from a wide variety of university courses appropriate to the major. The Coordinator of Italian Studies should be contacted for information.

### SUMMER IMMERSION PROGRAM

The Department offers a five-week student immersion program in Bologna at the beginning of each summer. This program is of special interest to students who cannot spend a year abroad. **220 Summer Immersion** counts toward the major in Italian Studies or the minor in Italian.

## JAPANESE

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See East Asian Studies



# JUDAIC STUDIES

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## FACULTY

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Andrea B. Lieber, Assistant Professor of Religion, Coordinator

## CONTRIBUTING FACULTY

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David Commins, Associate Professor of History

Theodore Pulcini, Assistant Professor of Religion

## MAJOR

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### 1. Required courses:

Hebrew 111, 112, to be begun no later than the sophomore year (or other language if suitable; consult the coordinator)

Religion 103: Hebrew Scriptures in Context

Judaic Studies 104: Introduction to Judaism

Judaic Studies 219: History of the Jews

### 2. One course that views religion from a comparative or methodological perspective, e.g., Religion 101 or 390 or Anthropology 233, taken in or before the junior year. (*Courses from American Studies or Sociology might also be used to fulfill this requirement, with consent of the professor and the Judaic Studies coordinator.*)

### 3. Three coordinated and complementary electives. To obtain Judaic Studies major credit in these courses, students are required: (1) to keep a journal or portfolio, as appropriate, of course materials having a Judaic Studies focus, and (2) to do a special project, with a Judaic Studies focus. The latter may serve as the regular term paper in that course, if permitted by the instructor. Judaic Studies work will be reviewed at least twice during the term by appropriate members of the Judaic Studies Steering Committee.

Examples include:

Classical Studies. 251: Greek History; 253: Roman History

English. 364: Studies in Modern Poetry; 383: Contemporary American Fiction

Fine Arts. 203: Medieval Art

German. 241: German Cultural History II

History. 105: Medieval Europe; 117: American History to 1865; 118: American History since 1865;

121: History of the Middle East I; 122: History of the Middle East II; 230: Modern Germany; 290:

Liberalism; 313: Deviance in Modern Europe; 315: Arab-Israeli Conflict;

Judaic Studies. 206: Jews & Judaism in the United States; 219: History of the Jews; 241: Judaism in the Hellenistic Period

Philosophy. 382: Theories of Knowledge

Political Science. 280: American Foreign Policy since 1945

Religion. 207: Holocaust & the Future of Religion; 211: Religion and Fantasy; 216: American Jewish

Fiction; 306: Modern Jewish Thought

### 4. Judaic Studies 490



## MINOR

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1. One year (two courses) of Hebrew or other language if appropriate
2. Religion 103
3. Judaic Studies 104
4. Two electives (Judaic Studies 219 is recommended).

*NOTE:* See coordinator for further courses acceptable toward the major.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Hebrew 101, 102; Religion 103

Second Year: Hebrew 111,112; Judaic Studies 219; Sociology 230

Third Year: Philosophy 261; Judaic Studies 260; Religion 260

Fourth Year: Religion/Judaic Studies 316, Women and Gender in Modern Judaism; Religion 241, American Jewish Fiction or Religion 206

*NOTE:* Numerous variations are possible; see the coordinator for further courses acceptable toward the major.

## INDEPENDENT STUDY

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Examples of Independent Studies: A History of Reform Judaism in the United States, Franz Kafka, Psychology and Religion, Women in Judaism, Rabbinic Literature. Contact Prof. Lieber for more information. Independent studies may be approved to substitute for certain requirements for the major.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Dickinson's summer program in Jerusalem, "Jerusalem Layer By Layer," affords students the opportunity to explore ancient and modern dimensions of Israel's history. Students are also encouraged to spend one semester or one year in Israel and have done so through programs at the Hebrew University in Jerusalem and at Tel Aviv and Haifa Universities. These course offerings can be incorporated into the Judaic Studies major.

## COURSES

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104. **Introduction to Judaism** *See course description with Religion 104 listing.*

206. **Jews and Judaism in the United States** *See course description with Religion 206 listing.*

219. **History of the Jews** *See course description with Religion 219 listing.*

240. **Women in Judaism** Half of any people's history is lived by its women, but their part in the history is often overlooked or minimized by (male) historians. From the Matriarchs to Golda Meir, this course examines the roles and contributions of noteworthy as well as ordinary women in Jewish society throughout 3500 years of history.

241. **Judaism in the Hellenistic Period** Greek culture posed the most potent challenge to the survival of Jewish culture from Alexander's time to ours. This course examines how Judaism coped with an essentially friendly, multicultural society into which it was involuntarily thrust. Covers the period 333 b.c.e. to 313 c.e.

316. **Topics in Judaic Studies** *See course description with Religion 316 listing.*

490. **Senior Thesis** An independent project supervised by the Judaic Studies coordinator and an adviser from the appropriate department. The product of this course will be a written term paper that is also defended orally before a panel of three professors. *Open to senior Judaic Studies majors only.*



# LATIN AMERICAN STUDIES

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## CONTRIBUTING FACULTY

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**Cathleen E. Anderson**, Assistant Professor of Spanish and Portuguese

**Marcelo Borges**, Assistant Professor of History

**Kjell I. Enge**, Associate Professor of Anthropology

**Sinan Koont**, Associate Professor of Economics

**Lázaro Lima**, Assistant Professor of Spanish and American Studies

**Alberto Rodriguez**, Assistant Professor of Spanish

**J. Mark Ruhl**, Professor of Political Science, Coordinator

## CERTIFICATE IN LATIN AMERICAN STUDIES

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Students should declare their intention to pursue the LAS Certificate to the LAS Coordinator and with the Registrar's Office by the beginning of their junior year. Students who successfully complete all the requirements stated below will be issued a Certificate in Latin American Studies which will be awarded upon graduation from the College and will be recorded on their transcript.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Spanish or Portuguese language; LAS 201

Second Year: Spanish 231 or 232 or Portuguese 231; LAS courses

Third Year: LAS courses; Spring semester, Dickinson in Mexico Program at the University of Querétaro

Fourth Year: LAS 490; Research Paper

*NOTE:* Students must apply to the Latin American Studies Certificate Program by the beginning of their junior year.

## INDEPENDENT STUDY

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Independent Studies on Latin American topics in the Departments of Political Science, Anthropology, Spanish and Portuguese, Religion, Philosophy, History, Economics, Fine Arts or any other Academic Department that may be able to offer such instruction, with prior approval from the candidate's program supervisor.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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The Dickinson in Mexico Program at the University of Querétaro is an integral part of Latin American Studies at the College. This is a Spring Semester program. Students who participate in other off-campus programs approved by the College's Dean of International Education may petition the Committee of Contributing Faculty to have a maximum of three Latin American courses taken in said programs applied to the requirements stated above.

## COURSES

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**201. Introduction to Latin American Studies** A multi-disciplinary, introductory course designed to familiarize students with Latin American societies through a study of their history, economics, politics, literature, and culture. The purpose of the course is to provide a framework or overview to enhance understanding in the students'



future courses in particular disciplines and specific areas of Latin American study. *No prerequisite, required of all Latin American certificate candidates.*

**490. Latin American Interdisciplinary Research** Research into a topic concerning Latin America directed by two or more faculty representing at least two disciplines. Students must successfully defend their research paper to obtain course credit. The paper is researched and written in the fall semester for one-half course credit and then defended and revised in the spring semester for the other half credit. Designed to satisfy requirement four (4) of Latin American Certificate Program. *Prerequisite: seniors in the program.*



# MATHEMATICS AND COMPUTER SCIENCE

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## FACULTY

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Nancy Baxter Hastings, Professor of Mathematics and Computer Science  
 Barry A. Tesman, Theodore and Catherine Mathias Associate Professor of Mathematics, Chair  
 Allan J. Rossman, Associate Professor of Mathematics and Statistics (on leave 1999-2000)  
 David W. Reed, Assistant Professor of Computer Science  
 Craig S. Miller, Assistant Professor of Computer Science (on leave 1999-2000)  
 Lorelei Koss, Assistant Professor of Mathematics  
 Xenia H. Kramer, Visiting Assistant Professor of Mathematics  
 Grant W. Braught, Instructor in Computer Science  
 David G. Stahl, Visiting Instructor in Computer Science

## COMPUTER SCIENCE

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### MAJOR

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132 (possibly preceded by 131)

232, 251, 314, 332, 356, 406

354 or 358 or a designated special topics course

Two electives numbered 204 or higher (Upon prior approval of the department, one of the two electives may be replaced by a course outside of computer science)

Math 161 (or 151, 152); Math 211

### MINOR

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Six computer science courses including the core courses 232 and 251 and one additional course above the 300 level. (Upon prior approval of the department, one elective may be replaced by a course outside of computer science.)

### SUGGESTED FOUR YEAR PROGRAM

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*Model 1 - CS131 as entry point (for students with no prior programming experience)*

First Year: 131, 132

Second Year: 252, 232

Third Year: 356, 314, 332

Fourth Year: Computer Science Electives

*NOTE:* Math 161 (or Math 151, 152) and Math 211 must be taken in order and should be completed before the end of the junior year. Computer Science electives may also be taken in the second year.

*Model 2 - CS 132 as entry point (for students with some structured programming experience)*

First Year: 132, 232

Second Year: 251, 332

Third Year: 356, 314

Fourth Year: 406, Computer Science Electives

*NOTE:* Math 161 (or Math 151, 152) and Math 211 must be taken in order and should be completed before the end of the junior year. Computer Science electives may also be taken in the second year.



## COURSES

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**131. Introduction to Computer Science I** An introduction to Computer Science as a major scientific discipline, with topics including computer organization, networking and operating systems. Special emphasis is placed on problem-solving and experimentation through Web-based programming using JavaScript. The lab component focuses on projects that explore the design and functionality of computer systems and student-created programs. *Three hours classroom and two hours laboratory a week.*

**132. Introduction to Computer Science II** A problem-solving course that utilizes object-based software design using Java. Topics include code modularity and reusability, recursion, data storage, and the empirical and theoretical comparison of elementary algorithms. The lab component focuses on programming as a tool for solving problems and simulating real-world events. *Prerequisite: 131 or one year of High School programming, or instructor's permission. Three hours classroom and two hours laboratory a week.*

**203, 204. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course credit.*

**231. Analysis of Algorithms** The representation, manipulation, and use of such complex structures as trees and graphs; the design and analysis of algorithms such as back-tracking, divide-and-conquer, state-space search, balanced tree, sorting algorithms, and parallel algorithms; computational complexity; and NP-complete problems. *Prerequisite: 132.*

**232. Data Structures and Problem Solving** An advanced problem-solving course that focuses on the design and analysis of data structures including lists, stacks, queues, trees, and hash tables. Object-oriented design principles in Java are introduced. The lab component focuses on the implementation and application of data structures to solving complex problems. *Prerequisite: 132. Three hours of classroom and two hours laboratory a week. Offered every spring.*

**251. Computer Organization** Computer architectures, data representations, machine arithmetics, conventional machine language instructions, assemblers and loaders; an introduction to assembly language programming. *Prerequisite: 132.*

**314. Theoretical Foundations of Computer Science** An introduction to the theory of computer science including formal language theory (grammars, languages, and automata including Turing machines), and an introduction to the concept of effectively computable procedures, computability theory, and the halting problem. *Prerequisite: 132 and Math 211.*

**332. Analysis of Algorithms** A study of algorithmic approaches to problem-solving and techniques for analyzing and comparing algorithms. Approaches such as divide-and-conquer, dynamic programming, and backtracking will be explored in conjunction with complex structures such as trees and graphs. Topics in computational complexity include asymptotic complexity measures, intractability, and nP-complete problems. *Prerequisite: 232, Math 211. Offered every spring.*

**354. Operating Systems** A survey of operating system software, multitasking and time-sharing operating systems; process management and scheduling, memory management and addressing; filing systems. *Prerequisite: 251.*

**356. Programming Language Structures** Basic properties and special facilities of such higher level languages as Pascal, C++, LISP, and PROLOG; data types, scope rules, block structures, procedure calls and parameter types, storage allocation considerations. *Prerequisite: 232.*

**358. Computer Architecture and Logical Design** Introduction to the design of digital computers and networks. Topics include coding, data representation, arithmetic and logical design using external memories. Included will be an introduction to the design of 8/16/32-bit microprocessors. Knowledge of electronics is not required. *Prerequisite: 251.*



**364. Artificial Intelligence** Application of computers to tasks that are usually considered to demand human intelligence. Topics include natural language parsing, search techniques, game playing, problem solving, learning pattern recognition, and understanding. Introduction to LISP or PROLOG. *Prerequisite:* 232.

**374. Computer Graphics** Foundation and mathematics of computer graphics systems, including 2- and 3-dimensional techniques of line and block diagrams, solid and surface figures, display algorithms, and hardware implementation. Use of high-resolution color vector and raster systems. *Prerequisite:* 232 and Math 211.

**378. Information Systems** Relational, hierarchic, and network models in data base management; data definition languages and data manipulation languages; systems analysis; natural language processing and human information processing may be considered if time permits. *Prerequisite:* 232.

**393, 394. Special Topics** Topics to be announced when offered. Possibilities include software engineering, Networks, and Compiler Design. *Prerequisite:* permission of the instructor.

**406. Senior Seminar** An in-depth examination of selected topics in computer science, with an emphasis on ethical, intellectual and philosophical issues in computing. A substantial project involving both a written and oral presentation will be required. *Prerequisite:* Any two 300-level courses and senior standing in computer science.

## MATHEMATICS

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### MAJOR

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Math 161 (or 151, 152), 162, 211, 261, 351, 361

One math course having 351 or 361 as a prerequisite

One additional math course numbered 301 or higher, two math electives numbered 201 or higher

(Upon prior approval by the department, one of the two electives may be replaced by a course outside of mathematics or by the professional semester in mathematics.)

Computer Science 132

### MINOR

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Six courses including the core courses: 211, 261, and either 351 or 361. (Upon prior approval of the department, one elective may be replaced by a course outside of mathematics.)

### SUGGESTED FOUR YEAR PROGRAM

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*Model 1* - Math 151 as entry point (for students with weak pre-calculus preparation)

First Year: 151, 152

Second Year: 162, 211, 261, Computer Science 132

Third and Fourth Years: 351, 361, Mathematics Electives

*Model 2* - Math 161 as entry point (for students with suitable pre-calculus preparation)

First Year: 161, 162

Second Year: 211, 261

Third and Fourth Years: 351, 361, Mathematics Electives

Students with AP credit in Calculus can begin the major with Math 162 (Calculus II) or Math 211 (Discrete Mathematics).



COURSES

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**120. Quantitative Reasoning** This course teaches fundamental concepts and skills of quantitative reasoning. The emphasis is on developing the tools of critical thinking needed to understand, interpret, assess, and communicate numerical information and arguments. Specific topics to be covered include measurement, scales and magnitudes, number representation, proportional reasoning, randomness, sample surveys and simple experiments. *Students who have received credit for 121 cannot take this course for credit. Does not count toward the major or minor in mathematics.*

**121. Elementary Statistics** An introduction to the fundamental concepts involved in collecting, displaying, summarizing, and drawing inferences from data. Topics include exploratory data analysis, design of surveys and experiments, probability, sampling distributions, estimation, and significance testing. *Does not count toward the major or minor in mathematics.*

**\*151, 152. Introduction to Calculus** A two-course sequence designed to prepare students for Math 162, Calculus II. First semester: a study of functions and limits with an introduction to derivatives. Second semester: continuation of differential calculus and an introduction to integral calculus with emphasis on applications. As needed, this sequence is augmented with a review of algebra, geometry, etc. Students are strongly encouraged to take both semesters. *Course meets in a computer lab five hours per week on a 2-1-2 schedule. Because of course content similarity, students cannot receive credit for both Math 152 and Math 161. Prerequisite: departmental placement.*

**161. Calculus I** The study of real-valued functions, limits, derivatives, and their applications. *Three hours of classroom and two hours computer work per week. Because of course similarity, students cannot receive credit for both 152 and 161. Prerequisite: departmental placement, or 151 with permission of the instructor.*

**162. Calculus II** The study of transcendental functions, methods of integration, separable differential equations, infinite sequences and series, and an introduction to parametric equations and polar coordinate systems. Concepts and applications are emphasized. *Three hours classroom and two hours of computer work per week. Prerequisite: 152 or 161 or departmental placement.*

**201, 202. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

**211. Discrete Mathematics** An introduction to fundamental mathematical concepts used in mathematics and computer science. The course presents the principles of mathematical logic and methods of proof such as direct and indirect proofs and mathematical induction. Other topics include sets, functions, relations, matrix algebra, and techniques from elementary combinatorics and graph theory. *Prerequisite: 161.*

**221. Statistical Data Analysis** An introduction to principles and techniques of data analysis and statistical models. Methods to be studied chosen from exploratory data analysis, simple and multiple regression, analysis of variance, contingency tables, time series, logistic regression, and experimental design. *Prerequisite: 162. Offered every two years.*

**222. Probability** An introduction to the mathematical theory of probability, including such topics as combinatorial methods, conditional probability and independence, discrete and continuous random variables, and expectation. *Prerequisite: 162. Offered every two years.*

**241. Differential Equations** Elementary methods of solutions of selected types of differential equations; solutions of systems of linear differential equations with constant coefficients; and a brief introduction to numerical methods and series solutions. Includes a strong emphasis on applications. *Prerequisite: 162. Offered every two years.*

**261. Calculus III** Multivariate calculus including vectors, three-dimensional analytic geometry, vector-valued functions, functions of several variables, partial differentiation, and multiple integration. Additional topics if time permits. *Prerequisite: 162 or departmental placement.*



**262. Introduction to Linear Algebra** Topics include matrices, linear transformations, vector spaces, eigenvalues and eigenvectors, with applications to differential equations and geometry. *Prerequisite: 162.*

**301, 302. Special Topics** Topics to be announced when offered. *Prerequisite: Permission of the instructor. One-half or one course credit.*

**311. Applied Combinatorics** An advanced course in discrete mathematics introducing the basic tools of combinatorics and their applications. The course will consider the three basic problems of combinatorics; counting, existence and optimization. *Prerequisite: 211. Offered every two years.*

**321. Mathematical Statistics** An introduction to mathematical theory of statistical inference. Topics include point and interval estimation and significance testing. As time permits, further topics may include exploratory data analysis, linear regression, analysis of variance, and categorical data analysis. *Prerequisite: 222 and 261. Offered every two years.*

**341. Numerical Methods** An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and non-linear systems, numerical solutions to differential equations and related topics. *Prerequisite: 261 and knowledge of a programming language. Offered every two years.*

**351. Algebraic Structures** An introduction to axio-matic formalism using algebraic structures as paradigms. Topics chosen from groups, rings, integral domains, fields and vector spaces. *Prerequisite: 211.*

**361. Analysis I** A theoretical development of calculus including the topics of continuity, limits, differentiation and integration. Many of the major theorems only stated in Math 161,2 will be proven. Course starts with an examination of the real number system. *Prerequisite: 211 and 261.*

**362. Analysis II** A continuation of the theoretical development of the calculus including such topics as Taylor polynomials, convergence of sequences and series of functions. Additional topics will be included if time permits. *Prerequisite: 361 or permission of the instructor.*

**401, 402. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course credit.*

**472. Complex Analysis** An introductory study of functions in the complex plane. Topics include: complex numbers and functions, the theory of differentiation and integration of complex functions; Cauchy's integral theorem; the Residue theorem; conformal mappings. *Prerequisite: 361.*

**481. Topology** An elementary study of metric and topological spaces touching upon open and closed sets, compactness, and connectedness. *Prerequisite: 361.*



# MEDIEVAL AND EARLY MODERN STUDIES

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Medieval and Early Modern Studies is a multidisciplinary approach to European cultures and civilizations from late antiquity (ca. 500) to the beginnings of the Enlightenment (ca. 1750). The major incorporates materials and methodologies from the fields of literary studies, history, art, music, philosophy, and religious studies. Students in the program have considerable flexibility in the design and focus of their courses of study.

## CONTRIBUTING FACULTY

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**Barbara Brunner**, Associate Professor of Spanish (on leave 1999-2000)

**Sylvie Davidson**, Professor of Romance Languages and Literatures

**Mara Donaldson**, Associate Professor of Religion

**Cyril Dwiggin**, Associate Professor of Philosophy

\***Beverley Eddy**, Professor of German

**Christopher Francese**, Assistant Professor of Classical Languages

\***Carol Ann Johnston**, Associate Professor of English

\***David Kranz**, Associate Professor of English

\***Peter Lukehart**, Associate Professor of Fine Arts

**Marc Mastrangelo**, Assistant Professor of Classical Studies

**Ted Pulcini**, Assistant Professor of Religion

**John Ransom**, Associate Professor of Political Science (Director, K. Robert Nilsson Center for European Studies in Bologna, 1998-2000)

**Tom Reed**, Professor of English

**Alberto Rodriguez**, Associate Professor of Spanish

\***Melinda Schlitt**, Associate Professor of Fine Arts

**John Stachacz**, Librarian

**Steve Weinberger**, Robert Coleman Professor of History

\***Blake Wilson**, Associate Professor of Music

\*Members of the Medieval and Early Modern Studies Steering Committee 1999-2000

## MAJOR

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Eleven courses:

I. Medieval and Early Modern Studies 200

II. Core courses: five courses including History 105 and 106, and three courses focused in the time frame or on M&EMS theory, one each in Music, Fine Arts and literature in any language

III. Cluster courses: four courses on a topic decided in consultation with a M&EMS adviser, in more than one department and including courses above the 100 level

IV. Senior research: Medieval and Early Modern Studies 490

## ADVISING

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Each student will choose his/her adviser from among participating faculty. The adviser's responsibility will be to ensure that the student's "cluster courses" have an appropriate depth and academic level; i.e., a cluster cannot be composed of four courses at the 100-level, or four courses from one department. The adviser will also guide the student in developing the cluster with an eye towards The Senior Experience. The Senior Experience will be an interdisciplinary research project drawn from the cluster topic and courses. The student will explore this topic at a more advanced and synthetic level than in the cluster courses.



## COURSES

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**200. Discourse and Methods in Medieval and Early Modern Studies** Sophomore methods course for the major in Medieval and Early Modern Studies. This is a team-taught, interdisciplinary course, with topics and faculty rotating among the participating departments. Each course will be offered under the umbrella of a single topic, such as a city, a subject, an idea. An introduction to critical and historical methods and discourses within the discipline of Medieval and Early Modern Studies, including reading, critique, research, and interpretation.

**490. The Senior Experience** Senior Projects and Research in Medieval and Early Modern Studies. Seniors in the major will work independently with a director and a second faculty reader (representing another discipline in the major) to produce a lengthy paper or special project which focuses on an issue relevant to the cluster of courses taken previously. Under the direction of the program coordinator, students will meet collectively 2 or 3 times during the semester with the directors (and, if possible, other MEMS faculty) to share bibliographies, research data, early drafts, and the like. This group will also meet at the end of the semester to discuss and evaluate final papers and projects. *Prerequisite.* 200; four-course "cluster."



# MILITARY SCIENCE

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Participation in military science courses during the freshman and sophomore years results in no military obligation. Individuals who elect to continue in and successfully complete the program during their junior and senior years can receive a commission as a second lieutenant in the U.S. Army, National Guard or Army Reserves upon graduation. They will be required to serve from four months to four years in the active Army, depending upon type of commission.

## FACULTY

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Mark N. Mazarella, Professor of Military Science, Chair  
Duncan C. Currier, Assistant Professor of Military Science  
Keith B. Shaw, Instructor in Military Science

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 101, 102

Second Year: 211, 202

Third Year: 321, 302

Summer between third and fourth years: 5-week ROTC Advanced Camp

Fourth Year: 401, 431

*NOTE:* Options are available for those individuals who encounter scheduling conflicts or who desire to begin participation after their freshman year. Contact the department for further information.

**Advanced Leadership Practicum:** A five-week summer training program at an Army installation which stresses the application of military skills to rapidly changing situations. Participants are evaluated on their ability to make sound decisions, to direct group efforts toward the accomplishment of common goals, and to meet the mental and physical challenges presented to them. Completion of this practicum is required prior to commissioning and it is normally attended between the junior and senior years. Participants receive room, board, travel expenses, and medical care, and are paid for the five-week period.

**Leadership Laboratory:** Students who enroll in the ROTC program as cadets are required to attend a leadership laboratory one hour a week as a practical application and reinforcement of military skills introduced in the classroom. Students who take MS 101, 102 who do not desire to enroll as cadets are encouraged to attend the leadership laboratory, but are not required to do so.

**Financial Assistance:** Books and equipment for military science courses and the ROTC program are provided free of charge to all cadets. All juniors and seniors in the ROTC program (advanced course) and scholarship cadets are paid a tax-free subsistence allowance of \$150 a month and receive certain other benefits.

**Physical Education Credit:** Two blocks of physical education for military science may be earned (one block after two years participation and a second prior to graduation).

**Scholarships:** Army ROTC scholarships based on merit are available. Recipients receive \$16,000 to apply toward tuition; academic fees, a semester book and supply allowance, and \$150 per month in spending money. High school seniors may apply for four-year scholarships. At the start of the spring semester, Dickinson students (whether enrolled or not in ROTC) may compete for three and two-year scholarships. Information may be obtained from high school counselors or any ROTC professor of military science. Recipients agree to a service obligation. Scholarships are also available for students entering a medical school or pursuing graduate studies in the basic health sciences. For additional information contact the



chairman, military science department.

**Corresponding Studies Program:** Students participating in an off-campus study program in the U.S. or abroad may continue participation in either the Army ROTC basic course or advanced course and receive the same course credit and benefits as a student enrolled in the on-campus program. Army ROTC scholarship students are also eligible to participate in this program. For more information contact the chairman, military science department.

**Non-Dickinson Students:** Students pursuing a baccalaureate or advanced degree program at nearby colleges are eligible to cross-enroll in the Dickinson College ROTC program. These schools have registration or transfer procedures which allow full or partial credit toward graduation for military science courses taken through Dickinson. Contact this department for more information.

## COURSES

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101, 102. **Introduction to Military Science** A critical inquiry into the evolution of the relationship between military policy and the foreign and economic policies of the United States. A careful study of military history designed to foster in the student a balanced judgement of both political leaders and soldiers and of their mutual problems in the conduct of military affairs in peace and war. By means of both written and oral presentations regarding the history of military art, battle history, technical studies and the relationship of the armed forces with society, students will be encouraged to develop a habit of critical reflection. To complement their investigation of military history, students will receive practical instruction in the application of military art and basic soldier skills. *One-half course credit.*

201, 202. **Application of Military Science** Advanced instruction in topics introduced in the first year. Participation in operations and basic tactics to demonstrate leadership problems and to develop leadership skills. *Meets two hours per week each semester.*

211. **Organization and Management Concepts** of organization theory and the principles of management. Management and leadership relationships are investigated as they apply to the general theory and practice of the management functions of planning, organizing, staffing, direction, coordination, control, innovation and representation. *One-half course credit.*

301, 302. **Advanced Application of Military Science** Emphasis on leadership. Situations require direct interaction with other cadets and test the student's ability to meet set goals and to get others to do the same. Students master basic tactical skills of the small unit leader. Meets three hours per week and selected weekends each semester. *Prerequisite: open only to advanced course cadets.*

321. **Leadership and Management** Principles and techniques of effective leadership, methods of developing and improving managerial abilities and leadership qualities, and a basic understanding of interpersonal interactions. Use is made of recent developments in the administrative and the behavioral sciences to analyze the individual, group, and situational aspects of leadership, and the management of resources. *One course credit. Prerequisite: open only to advanced course cadets.*

401, 402. **Command and Staff** Emphasis is placed on developing planning and decision-making capabilities in the areas of military operations, logistics and administration. Meets three hours per week and selected weekends each semester. *Prerequisite: open only to advanced course cadets.*

431. **Contemporary Problems Seminar** Seminars in selected areas emphasizing the interplay of multifarious considerations in exploring the environment of the contemporary American scene, and the position of the U.S. in the world. Normally seminars will be offered in two major areas.

a. **Civil-Military Relations**—Examines the contemporary U.S. as it relates to the decision-making process affecting the U.S. military establishment. Emphasis is on the interdependence of military, social, legal, and ethical considerations in forming policies, as well as the interchange of influence, the military on society and society on the military. Normally, three problems are examined; these change by semester. Professors from other departments participate as discussion leaders. *One course credit.*



b. Comparative National Security Policies—Examines the national security policies and postures of the United States, eastern Europe countries, People's Republic of China, and selected other nations. Emphasis is placed on discovering (through independent study, discussion, and common readings) the features common to all major powers so their differences can be better understood. *One course credit.*



# MUSIC

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## FACULTY

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Truman Bullard, Professor of Music

Blake Wilson, Associate Professor of Music, Chair

Robert W. Pound, Assistant Professor of Music

John Eaken, Artist-in-Residence and Artist Faculty in Music (on leave Spring & Fall 2000)

Lynn Holding, Artist Faculty in Voice

Jennifer Blyth, Artist Faculty in Piano

Nancy Baun, Artist-in-Residence and Part-time Instructor in Applied Music

## CONTRIBUTING FACULTY

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Ronald Axsom, Symphonic Band

Regina Bautista, String Bass

Beth Bullard, Flute

Beverly Butts, Woodwinds

Carolyn Henry, Brass Ensemble

Eric Henry, Tuba

James Hontz, Guitar

A. Daniel Tomassone, Jazz Ensemble

David Zygmunt, Percussion

## MAJOR

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All majors will take a six-course core curriculum including Music 101, 102, 125, 126, 245, 246, plus two courses from Music 351, 352, 353, 354. To complete the 10 course major a student may choose from three options:

**Music History emphasis:** One additional course from 351, 352, 353, 354, and either Music 495 or 496 (senior seminar) by advisement, culminating in a senior project.

**Music Performance emphasis:** Music 413, 414 (repertory and performance), culminating in a senior recital.

**Music Theory and Composition emphasis:** Music 495 and 496 (senior seminar), culminating in a senior theoretical or compositional project.

*Note:* Permission may be granted by the chairperson to count a course from Music 103 to 111 in all three emphases.

All majors are expected to participate in the performance of music. To this end, applied music instruction is offered at the one-half course per semester level without a fee to majors who have completed four courses from the core curriculum in music or have attained junior year status. Majors with a performance emphasis also take Music 413, 414 at no charge. In addition, membership in at least one cocurricular ensemble is strongly encouraged.

## MINOR

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All minors will take the following courses: Music 101, 102, 125, 126; and two courses in Music History or Theory numbered above 102, or Music 413, 414.



## CO-CURRICULAR PROGRAMS

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**College Choir** A mixed choir open through audition to everyone in the college community. Several major choral works are performed each year at Dickinson with the College-Community Orchestra. *Permission of the director required.*

**Collegium** The Dickinson Collegium consists of a small choir of 24 voices, and small instrumental ensembles that perform in conjunction with the choir. The groups specialize in, but are not limited to, music of the medieval, Renaissance and Baroque eras. The Collegium performs in a variety of settings, including an annual Christmas concert in Memorial Hall. The choir rehearses twice a week, and admission is by audition.

**College-Community Orchestra** Open to students and faculty at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature. *Permission of the director required.*

**Dickinson Jazz Ensemble** 18 musicians perform classic and contemporary jazz in this group in concerts and for social occasions. Annual concert with nationally-known guest soloist. Performance at Intercollegiate Jazz Festival and The Montreux (Switzerland) International Jazz Festival represent recent accomplishments. *Membership is by competitive audition.*

**Symphonic Band** Weekly rehearsal by 50 to 60 instrumentalists interested in the study of quality band literature of various musical periods. *Permission of the conductor is required.*

**Chamber Music Ensembles** The music department supports several student chamber music ensembles, including a brass ensemble and a string quartet. These and other groups perform regularly at monthly Noonday Concerts.

## COURSES

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**100. The Art of Music** An introductory course intended for those students with little or no previous knowledge of music. Representative works from all periods and styles are studied in such a way as to emphasize the acquisition of permanent listening skills. *This course does not count toward the major.*

**101. History of Music** An introductory course for students with some previous music experience providing training in intelligent listening through chronological discussion and analysis of selected representative works from the Middle Ages to 1750.

**102. History of Music** An introductory course for students with some previous music experience providing training in intelligent listening through chronological discussion and analysis of selected representative works from the classical period (c. 1750) to the present.

**103. 20th Century Music** A survey of the major trends in music during the 20th century. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**104. History of Opera** A survey of operatic literature from its inception to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**105. Instrumental Music** A discussion of selected topics in instrumental music, e.g., symphonic literature, chamber music, and keyboard literature. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**106. Vocal Music** A discussion of selected topics in vocal music, e.g., choral literature and history of the art song. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**107. Biographical Studies** A study of the life and works of a major composer, e.g., Bach, Beethoven, Mozart, or Bartok. The content of the course will be altered from year to year in order to provide a diver-



sity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

108. **American Jazz** A study of the roots of jazz in social, cultural and artistic dimensions followed by a chronological survey of the evolution of jazz styles from the late 19th century to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

110. **Music in England** A topics course in the history and performance of music which uses the performances of music and the musical settings of London and its environs as part of the study. *Taught only in the Summer Session in England program.*

112. **The Fundamentals of Music Through Voice** A course for students who wish to learn to read musical notation at sight in the treble and bass clefs and to sing correctly and expressively. The basics of musical notation in pitch and rhythm are learned using the voice as the instrument. Participants discuss and practice healthy vocal technique, ear training, sight sing, and rhythmic skills. *One-half course.*

113, 114. **Applied Music Instruction I** Open to all students who demonstrate some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level. *One-half or one course each semester. Prerequisite: permission of the instructor.*

125, 126. **Theory of Music I** An introduction to the basic materials of music by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. *Prerequisite: permission of the instructor.*

213, 214. **Applied Music Instruction II** Open to students who demonstrate a basic technique, and who should continue instruction on the intermediate level. May be repeated for credit with the permission of the instructor. *One-half or one course each semester. Prerequisite: permission of the instructor.*

245, 246. **Theory of Music II** Introduction to the basic materials of music continued. Evolution of chromatic harmony in the 19th century and selected techniques in 20th century music. Increased emphasis is placed upon stylistic and critical analysis. *Prerequisite: 126.*

255. **Techniques of Composition** An introduction to various compositional trends which emerged during the twentieth century. Techniques such as extended chromaticism, modal composition, free atonal counterpoint and serialism, are explored as well as the resources of MIDI (Musical Instrument Digital Interface). Current notational procedures are examined and practiced. The course concludes with a final composition project for solo or chamber instrumental or vocal forces. The music department is equipped with a computer music lab for student use on assignments and projects. *Prerequisite: 125 and 126 and permission of the instructor.*

256. **Composition Seminar** This course explores in depth composition for instruments or voices, and emphasizes scoring for large ensembles, including orchestra, symphonic band, and chorus. Extended instrumental techniques are discussed as well as advanced notational procedures. The course concludes with a final composition project appropriate to one of the college co-curricular ensembles. *Prerequisite: 252 or permission of the instructor.*

301. **Historical Performance Practices** Methods, materials and issues involved in the performance of music prior to 1850. Ornamentation, improvisation, vocal and instrumental tone color and technique, access to repertory and performing editions. Practical application of concepts. *Prerequisite: 100, 101, 102 or permission of the instructor.*

313, 314. **Applied Music Instruction III** Open to students who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor. *One-half or one course each semester. Prerequisite: permission of the instructor.*

351. **Seminar in Medieval and Renaissance Music** Study of the principal styles and forms of music from plainsong to ca. 1600. *Open to any student with permission of the instructor. Offered every other year.*



**352. Seminar in Baroque Music** Study of the principal styles and forms of music from 1600 to 1750. *Prerequisite: 126 or permission of the instructor. Offered every other year.*

**353. Seminar in Classic and Romantic Music** Study of the principal styles and forms of music from ca. 1750 to ca. 1900. *Prerequisite: 126 or permission of the instructor. Offered every other year.*

**354. Seminar in 20th Century Music** Study of the principal styles and forms of music from ca. 1900 to the present. *Prerequisite: 126 or permission of the instructor. Offered every other year.*

**413, 414. Repertory and Performance** The purpose of this course is to acquaint the advanced student with a broad selection of the repertory for voice or instrument, leading to a senior recital or an appropriate public presentation which demonstrates an understanding of several musical periods and performance styles. *Prerequisite: one course in music history or theory, at least four semesters of applied music study or its equivalent, and the written permission of the music department upon recommendation of the instructor.*

**495, 496. Senior Seminar** Studies in composition, music history, and advanced theory, conducted through regular conferences and assigned writing. Open to seniors majoring in music who have demonstrated their ability to pursue independent research in at least two courses from this group: 351, 352, 353, 354. *Prerequisite: permission of the chairman of the department.*

**NOTE:** Students may withdraw from applied music courses with a full refund (minus charges for lessons taken) up to the end of the add/drop period. After the add/drop period, no refund is made.



# PHILOSOPHY

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## FACULTY

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Philip T. Grier, Thomas Bowman Professor of Religion and Philosophy

Susan M. Feldman, Professor of Philosophy

Cyril Dwiggin, Associate Professor of Philosophy, Chair

## CONTRIBUTING FACULTY

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Harry D. Krebs, Professor of East Asian Studies

## MAJOR

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Ten courses, including 121, 241, 243, either 364 or 373 or 374, and six other courses chosen with the advice of the department, at least two of which must be at the 300 level, and only one of which may be taken as independent study. Majors should complete the logic requirement (121) as soon as possible, and should take 241 and 243 early in the major. For any given term the chairman may designate courses in other programs which may be counted toward the major in philosophy; express permission of the adviser is required in each case.

Declared majors have the right but not the obligation to participate with vote in deciding and implementing departmental policy. Prior to the term in which they exercise this option, majors must have declared their intention to do so; during that term they must attend department meetings and assist in departmental business.

## MINOR

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Six courses chosen *with the advice of the department*.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 111 or 112 or 121

Second Year: 241, 121 (if not taken previously), 243, elective in philosophy

Third Year: two electives, 300 level seminar

Fourth Year: 364 or 373 or 374, 300 level seminar or independent study/research

## INDEPENDENT STUDY

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The department supports independent study by its majors, especially as leading to an Honors thesis (see below). Any student interested in independent study in philosophy should see the appropriate instructor to negotiate topics, readings, and logistics.

## DEPARTMENTAL HONORS

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Students may complete an honors thesis in their senior year. The thesis is an original piece of philosophical writing, the product of student research and reflection, written under the guidance of a member of the department acting as adviser. Usually, students work on the thesis for two semesters senior year, enrolling in Independent Research (Phil. 500) each semester. Honors are awarded upon successful oral defense of the completed thesis.



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## INTERNSHIPS

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Many students have found ways to combine their philosophical interests with internships, particularly in areas of applied ethics, law, or public policy. Contact the department chairperson.

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## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors are encouraged to study abroad, at Dickinson programs at UEA or elsewhere. In the past, majors have studied at universities all over the world: China, Cameroon, France, Australia. Contact the department chairperson.

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## COURSES

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**111. Problems of Philosophy** An introduction to Western philosophy through an examination of problems arising in primary sources. How major philosophers in the tradition have treated such questions as the scope of human reason, the assumptions of scientific method, the nature of moral action, or the connections between faith and reason.

**112. Ethics** Major theories in terms of which philosophers have tried to make sense of moral problems. The aims are to expand the student's understanding of ethical alternatives, to provide models and methods for thinking about moral dilemmas, and to help formulate and clarify one's own ethical position.

**113. Introductory Topics in Philosophy** Introduction to philosophy through the exploration of a specific topic or problem.

**121. Logic** The study of formal systems of logic: sentential logic and quantificational logic. Also, techniques for analyzing and construction of arguments in English.

**210. Philosophy of Feminism** Critical examination of key issues concerning the status and roles of women and of the developing theories which describe and explain gender-related phenomena and prescribe change for the future. *This course is cross-listed as Women's Studies 210. Prerequisite: WS 200, one course in philosophy or permission of the instructor.*

**241. Ancient Philosophy** The emergence of logos out of and in tension with Greek mythos. Presocratic myth. Plato's myth of Logos. Aristotle's Logos of 'Nature'. Retreat from/retreatment of logos after Aristotle. *Prerequisite: a previous course in philosophy or permission of the instructor.*

**242. Medieval and Renaissance Philosophy** The problematic of faith and reason. Universals and universities. Neoplatonic and Aristotelian schools. Aquinas, Scotus, Ockham. Paganism, politics, and mysticism in Renaissance thought. *Prerequisite: a previous course in philosophy; or History 257; or permission of the instructor.*

**243. Philosophy in the 17th and 18th Centuries** Origins of the modern tradition in Western philosophy. Particular emphasis on the problems of method in thinking, the nature and scope of knowledge, the quest for certainty, and views on the nature of reality. *Prerequisite: a previous course in philosophy (241 recommended) or permission of the instructor.*

**245. Philosophy in the United States** Philosophies shaping and shaped by the beliefs and practices of the American peoples. Sometimes taught historically (Puritans, Federal period, transcendentalism, social Darwinists, pragmatism, contemporary philosophies); sometimes by focusing exclusively on pragmatism and its critics. *Prerequisite: a previous course in philosophy or American Studies 201 or permission of the instructor.*

**246. Asian Philosophies** Characteristics and problems of thought outside the West. Methods of comparative philosophy. Close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist schools). *Prerequisite: a previous course in philosophy or permission of the instructor.*



**251. Philosophy of Religion** What it means to examine the phenomenon of religion philosophically. Problems which come to light from such an examination, such as the nature of religious experience, the relationship of reason and religion, and the meaning of religious language. Emphasis on the variety of forms in which the phenomenon of religion manifests itself. *Prerequisite: a previous course in philosophy; or major standing in anthropology, sociology, or religion; or permission of the instructor.*

**252. Philosophy of Art** What is a work of art? Inquiries into the nature of art and aesthetic experience and of the meaning of literature and the arts in one's own life and the life of a culture. Conversations with local and visiting artists on special problems. *Prerequisite: a previous course in philosophy; or major standing in a literature, music, or fine arts; or permission of the instructor.*

**253. Philosophy of Society** Ways in which one's view of human nature, the human good, and the nature of justice interact in any coherent vision of the structure of a just society. *Prerequisite: a previous course in philosophy or major standing in any of the social sciences.*

**254. Philosophy of Science** Logic and methods of scientific thinking. The impact of science on the contemporary world. Conceptions of theories and of observable facts. The rationality of science and of choice among theories. General questions about knowledge, values, and ultimate beliefs as they relate to the scientific enterprise. *Prerequisite: a previous course in philosophy or major standing in mathematics or any of the natural sciences.*

**255. Philosophy of Law** Fundamental problems such as the nature of law, the justification of legal authority, the relationship between legality and morality, the nature of judicial decision-making, theories of punishment, and issues involved in civil disobedience. *Prerequisite: a previous course in philosophy or major standing in political science.*

**261. Intermediate Topics in Philosophy** Examination of specific problem, author, text, or movement. *Prerequisite: a previous course in philosophy, major standing in a field relevant to the subject matter, or permission of the instructor.*

**364. Major Texts in 19th Century Philosophy** A seminar centered on a major text or texts of significant 19th century philosophers such as Hegel, Kierkegaard, Marx or Nietzsche. *Prerequisite: two courses in philosophy or permission of the instructor.*

**373. Major Texts of Twentieth Century Continental Philosophy** A seminar concentrating on a single major text or a series of texts representing significant movements in continental European thought since 1900, such as phenomenology, existentialism, structuralism, or deconstruction. Typical foci: Husserl, Heidegger, Sartre, Merleau-Ponty, or Derrida. *Prerequisite: 243 and at least one other course in the department, or permission of the instructor.*

**374. Major Themes of Twentieth Century Analytic Philosophy** A seminar critically examining selected key themes in twentieth century Anglo-American philosophy; e.g., the primacy of logic and science, naturalism vs. Anti-naturalism in ethics and epistemology, the distinctions between language and fact, and facts and values, the Cartesian model of the mind, in the texts of such authors as Wittgenstein, Russell, Carnap, Quine. *Prerequisite: 243 and at least one other course in the department, or permission of the instructor.*

**382. Theories of Knowledge** Conceptions of knowledge and its limits, and of the nature and possibility of truth. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**383. Theories of the Real** Conceptions of what is ultimately real, together with discussions of the nature and limitations of such conceptions. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**384. Theories of Value** Examination of the nature and logic of values and evaluations. Sources, scope, and rationality of values. Connections between values and facts. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**385. Theories of History** Speculative philosophies of history which have significantly influenced the shape



of Western thought; history of the idea of history. Other topics include the problem of historical explanation, and the notions of historical cause and progress. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

391. **Seminar** Ordinarily limited to majors or others with a strong background in philosophy. Recent topics have included: Kant's First *Critique*, Hegel's Phenomenology, Postmodern Feminism, Philosophy and Film. *Prerequisite: permission of the instructor.*

**Philosophy Colloquium.** Informal colloquium bringing the department faculty and students together for discussions of contemporary issues in the field, usually based on selections from recent work or on presentations by visiting speakers.

# PHYSICAL EDUCATION

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## FITNESS OFFERINGS

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Active Games	Aerobic Activities	Aerobic Exercises
Step Aerobics	Appalachian Trail Hiking	Cross Country Skiing
Hydro Aerobics	Jogging	Biathlon
Triathlon	Strength Training	Road Racing
Rope Skipping	In-line Skating	Fitness Swimming
Tennis	Squash	Badminton
Golf	Racquetball	Rock Climbing
Scuba Diving	Beg./Int. Swimming	Mountain Biking
Ballroom Dancing	Self Defense/Karate	Alpine Skiing
Modern Dance	Jazz Dance	Beg./Int. Yoga
Snorkel Diving	Tai Ji Quan	Basketball
Floor Hockey	Soccer	Volleyball
Team Handball	Folk Dance	Power Lifting
Water Polo	Beg./Adv. Fencing	Ballet
Fitness Walking	Fitness Swimming	

## COGNITIVE OFFERINGS

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Prevention & Care of Athletic Injuries	Truly Living	Nutrition
Water Safety Instruction	First Aid/CPR	Lifeguard Training
(WSI)	Principles of Coaching	Learning Through Adventure Experiences



# PHYSICAL EDUCATION

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## FACULTY

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Leslie J. Poolman, Physical Educator, Chair of Department of Physical Education, Director of Athletics

Judith M. Yorio, Physical Educator, Director of Truly Living Program, Senior Women's Administrator

Robert H. Shank, Physical Educator, Head Athletic Trainer

Donald J. Nichter, Physical Educator, Men's and Women's Cross Country Coach, Assistant Track Coach, Director of Recreational Sports

Joel M. Quattrone, Physical Educator, Assistant Athletic Director, Director of Physical Education Facilities, Assistant Football Coach

Julie A. Ramsey-Emrhein, Physical Educator, Assistant Athletic Trainer

Darwin P. Breaux, Physical Educator, Head Football Coach

David N. Frohman, Physical Educator, Head Men's Basketball Coach

Craig Penney, Physical Educator, Head Track and Field Coach

Paul Richards, Physical Educator, Director of Aquatics, Head Men's and Women's Swim Coach

Charles T. Maloy, Jr., Physical Educator, Head Men's Lacrosse Coach, Assistant Football Coach

Brenda T. Clements, Physical Educator, Head Women's Volleyball and Softball Coach

Michelle L. Copley, Physical Educator, Head Women's Soccer Coach

Alison H. Risser, Physical Educator, Head Women's Field Hockey and Lacrosse Coach

Devonna D. Williams, Physical Educator, Head Women's Basketball Coach

**The Physical Education requirement for graduation is as follows:**

Satisfactory completion of four half-semester blocks of physical education: either four fitness activity blocks or three fitness activity blocks and one cognitive physical education block.

*NOTE:* No student will be able to repeat a block unless permission is received from the Chair of the Department. Every student must complete the physical education requirement unless excused in writing by the Dean of the College.

**Intercollegiate Sports Participation** can count for a maximum of two blocks (one per year).

**Club Sport Credit Participation** can count for a maximum of two blocks subject to club approval by the Department of Physical Education.

**ROTC Participation** can count for a maximum of two blocks (one block after two years participation and a second prior to graduation).

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SEE OFFERINGS ON FACING PAGE



# PHYSICS AND ASTRONOMY

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## FACULTY

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**Kenneth L. Laws**, Professor of Physics

**Priscilla W. Laws**, Professor of Physics (on leave Fall 1999)

**John W. Luetzelshwab**, Professor of Physics

**T. Scott Smith**, Professor of Physics and Astronomy, Director Bonisteel Planetarium

**Robert J. Boyle**, Associate Professor of Physics and Astronomy (on leave 1999-2000)

**Hans Pfister**, Associate Professor of Physics, Chair

**Windsor A. Morgan, Jr.**, Assistant Professor of Physics and Astronomy

## MAJOR

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A physics major consists of a minimum of 10 courses, usually four core courses, at least four electives, and two courses of research during the senior year. Students should be aware that most physics courses have mathematics corequisites and/or prerequisites, as listed in the course description. Courses above the 200 level typically require a facility with multivariate calculus (normally requiring completion of three courses in mathematics). Each student majoring in physics is expected to acquire a basic knowledge of classical and modern physics by taking a core sequence consisting of two semesters of workshop physics (131, 132 or 141, 142) followed by 211 and 212. Students will then select at least four elective courses tailored to their preparation, interests, and goals. At least two of these must be at the 300 level or above. All physics majors not enrolled in a 3-2 engineering program must complete the senior research sequence 491, 492. In general the introductory courses intended primarily for non-science majors, Life in the University (105), Introductory Astronomy (109, 110 or 107, 108) and Meteorology (102) may not be applied towards a physics major.

## MINOR IN PHYSICS

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A physics minor is expected to acquire a basic knowledge of classical and modern physics by taking six of the department's course offerings, including a two semester workshop physics sequence (131, 132 or 141, 142) and 212. The remaining three courses required for the minor must be at or above the 200 level. A student may not apply courses used to fulfill the requirements of a minor in physics to fulfill the requirements of a minor in astronomy.

## MINOR IN ASTRONOMY

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While no major exists in astronomy, options are available for students who wish to add an astronomy minor to a physics major, to a major in a related natural science (mathematics, computer science, chemistry or geology, for example), or who wish to add an astronomical perspective to a major in any other field. The minor consists of at least six regularly offered courses, independent study, independent research or internship credits offered by the Department of Physics and Astronomy. For students who are not physics majors, three of these six must be in astronomy or astrophysics. Physics majors who also wish to minor in astronomy must take at least five courses beyond the ten physics courses required for the major, at least four of which must be in astronomy or astrophysics.

## HEALTH PHYSICS

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Health physics is the field of study concerned with radiation safety in nuclear power plants, hospital radiation facilities, and research institutions and industrial facilities that use radioactive materials.



The Dickinson Physics and Astronomy Department offers courses and laboratories that prepare a student to enter this field. Physics 315 and 316 or laboratory project courses that introduce the student to the field of health physics. These courses are taught either as a regular course or as an independent study depending on the number of students enrolled. Physics 317 is a half-course laboratory that explores laboratory techniques in more detail. Generally a student does an internship at a nearby research hospital. Independent studies are available in environmental, medical, and nuclear power plant health physics.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 131, 132; Mathematics 161, 162 or 151, 152

Second Year: 211, 212, 213, 282; Mathematics 261, or 162 and 261

Third Year: four 300-level courses including 311 or 312

Students planning to do graduate study in physics, astronomy or engineering need to include 311 and 312. Students not planning to do graduate study in physics or engineering, options include 315, 316, 313 and 361 as offered.

Fourth Year: 491, 492; 412, 431

Students planning to do graduate study in astronomy need to additionally take 208, 306, and 406.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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Independent study and research is strongly encouraged by the department. Independent research projects are readily available in the two areas of continuing laboratory research: radiation physics and plasma physics. Independent research students have often published papers and/or given talks at physics meetings. Students planning on graduate study are encouraged to do independent research during the senior year.

## DEPARTMENTAL HONORS

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The research topic pursued in the senior year in the 491, 492 Research Seminar may be extended into an honors project with an in-depth paper and an oral defense before the physics faculty.

## COURSES IN ASTRONOMY

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*NOTE: Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 107 and 109, 108 and 110.*

**105. Life in the Universe** A comprehensive study of the astronomical possibilities of extraterrestrial life including a brief survey of the universe, conditions necessary for life, and astronomical observations (including UFOs) which support or deny the premise that life in the universe is a common phenomenon. *Offered in summer school only.*

**107, 108. Astronomy** Similar to 109, 110 described below, but without laboratory work. *107 and 108 will not count toward major requirements in physics and will not satisfy the laboratory science distribution requirement.*

**109, 110. Astronomy** Introduction to the modern concepts of the physical nature of the astronomical universe. First semester: historical development of astronomical ideas and origin and evolution of the solar sys-



tem. Second semester: cosmology and the structure and evolution of the stars and galaxies. A terminal laboratory course for non-science students. *Three hours classroom, one two-hour laboratory a week. This course will not count toward major requirements in physics, but will satisfy the laboratory distribution requirement.*

## COURSES IN PHYSICS

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*NOTE: Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 102 and 202, 131 and 141, 132 and 142.*

**102. Meteorology** The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. *Does not count toward a physics major. (See also Physics 202.)*

**\*131, 132. Introductory Physics** An introduction to basic physics topics using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws, rotational motion, and oscillations are studied during the first semester. In the second semester topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study and for students who wish to satisfy the two-semester, lab science sequence distribution requirement. *Three two-hour sessions per week. Prerequisite: Completion of, or concurrent registration in, Mathematics 151, 152 or 161. (Students enrolled in Physics 132 who have completed Mathematics 161 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 162.)*

**\*141, 142. Physics for the Life Sciences** Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics. *Three two-hour workshop sessions a week. Please read Note.*

**202. The Physics of Meteorology** The physical basis of meteorology, characteristics of atmospheric motion, clouds and weather systems. The course deals with current weather as determined by observation, local weather instruments, and current data and displays obtained from computer networks. Similar to Physics 102, but with additional emphasis on mathematical analysis of physical atmospheric systems. *Prerequisite: 131 or 141 or permission of the instructor.*

**208. Introductory Astrophysics** An introduction to the physical basis of astronomy, including discussion of the creation and evolution of the solar system, the stars, and galaxies. Astronomical measurement and units, and dynamical systems, such as binary star systems and star clusters, will be discussed. Similar to Physics 108 or Physics 110, but with additional emphasis on mathematical analysis of astrophysical phenomena. *Prerequisite: 131 or 141 or permission of instructor.*

**211. Vibrations, Waves, and Optics** The physics of periodic motions, oscillating systems, resonances, propagating waves and optical phenomena. The course is centered around various projects such as the investigation of a car suspension system, the study of a tuned-mass-damper in a high-rise building, the quality factor of an osteo-arthritic knee joint, and an examination of the Fourier spectrum of different musical instruments. *Prerequisite: 131 and 132 or 141 and 142, and Math 161 or Math 151 and 152 or permission of the instructor.*

**212. Medical & Radiation Physics** A project-based course studying atomic and nuclear physics as they apply to medical and health physics. Projects, including the detection and measurement of ionizing radiation, investigation of Magnetic Resonance Imaging, radioactive decay, and radiation dosimetry, are used to understand the concepts of the atom, nuclear structure, quantum mechanics, and relativity. *Prerequisite: 132 or 142, and Math 162 or permission of the instructor.*

**213. Analog and Digital Electronics** Circuit design and the analysis of electronic devices. Modern dig-



ital and analog circuit elements, including diodes, transistors, op amps, and various integrated circuits, are used in amplifiers, power supplies, and logic circuits. Class and laboratory work are integrated during class time totaling up to seven hours per week. Students design and build projects at the end of the semester. *Prerequisite: 132 or 142 or permission of the instructor.*

**282. Introduction to Theoretical Physics** A project-centered approach to topics in theoretical physics. Projects will be selected to motivate a review of multivariable calculus and then stimulate the investigation of a number of mathematical tools including the nabla operator, Gauss' and Stokes' theorem, Legendre and Bessel functions, and Fourier analysis. The applications of some topics in linear algebra and the theory of functions of a complex variable may also be examined. *Prerequisite: 211 or permission of the instructor. Corequisite: Mathematics 261 or permission of the instructor.*

**306. Introduction to Astrophysics** A project-based course in selected areas of astrophysics closely allied to the development of the physical sciences in the twentieth century, including atomic spectroscopy, stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and evolution of planetary surfaces and atmospheres. *Prerequisite: 211, 212 or permission of the instructor.*

**311. Dynamics & Chaos** A project-oriented study of advanced classical mechanics using vector calculus and including an introduction to the analysis of chaotic systems. Topics include particle dynamics in one, two and three dimensions; harmonic oscillators and chaos theory; central force motion; collisions and conservation laws; rigid body motion; and rotating coordinate systems. Examples of projects include projectile motion with air resistance; motion of a chaotic pendulum; computer simulation of gravitational orbital transfers; and the vibration modes of a baseball bat. *Prerequisite: 211 or permission of the instructor. Corequisite: 282 or permission of the instructor.*

**312. Electrodynamics and Plasmas** A project-oriented study of electrostatics, magnetostatics, and electrodynamics in vacuum, in dielectrics, and in plasmas. Vector calculus and computer programming are used throughout this course. Examples of projects include the experimental study of the electrostatic fields of capacitors in air and in dielectrics, mapping of magnetic fields, and charged particle motion in a variety of electric and magnetic field configurations. *Prerequisite: 211 and 212 or permission of the instructor. Concurrent enrollment or prior completion of 282 or permission of the instructor.*

**313. Microcomputer Interfacing** A study of the electronics necessary to understand an example of the interface between the digital world of the computer and the outside world of variable quantities. Digital recording is one such example, including audio frequency signal amplification, conversion of information to digital form, interfacing to the computer, manipulation and storage of information, and output interfacing, along with the computer programming necessary. *Prerequisite: 213 or permission of the instructor. Offered every two years.*

**314. Energy & Environmental Physics** A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources. *Prerequisite: 131 and 132 or 141 and 142, and 212 or permission of the instructor. Offered every two years.*

**315, 316. Health Physics** A project-based course studying the effects of ionizing radiation and methods of calculating radiation dose. Projects, including radon studies, statistics experiments with radiation, neutron activation, and radiation dosimetry, are used to study topics such as the build-up and decay of radioactive nuclei, internal dosimetry, external protection, and nuclear instrumentation. The areas covered in Physics 212 are extended to include radiological safety in nuclear power plants, hospital, and research facilities. *Prerequisite: 212 and Mathematics 162 or permission of the instructor. Two courses. Offered every two years.*



**317. Nuclear and Health Physics Laboratory** Basics of nuclear and health physics instrumentation. Topics include pulse counting; use of multichannel analyzer; alpha, beta, and gamma detection; TLD dose measurements, counting statistics; neutron activation; environmental radiation detection; decontamination; and shielding. *Prerequisite: 212 and Mathematics 162 or permission of the instructor. One-half course. Offered every two years.*

**361. Topics in Modern Physics** Topics to be selected from areas such as atomic, nuclear, plasma, or solid state physics, or modern optics and acoustics, or advanced electronics. *Prerequisite: 211 and 212. One-half or one course.*

**392. Physics Seminar** Student reports and discussions on several topics in contemporary physics. Emphasis is on the development of bibliographic skill, seminar presentation and report-writing techniques, as well as increasing the breadth and depth of the student's knowledge of recent research. *Prerequisite: 232 and permission of the instructor. One-half course.*

**406. Advanced Astrophysics** A project-based course in selected areas of astrophysics. Topics selected from areas of astronomy and astrophysics that require a background in dynamics and electromagnetism. Topics may include celestial mechanics and orbit determination, numerical simulation of many-body systems, galactic dynamics, spectroscopy and electrodynamics of the interstellar medium, or general relativity and cosmology. *Prerequisite: 311, 312 or permission of the instructor.*

**412. Laboratory and Space Plasmas** A continuation of the topics covered in Physics 312 with an emphasis on electromagnetic waves in air, in conductors, and in space plasmas. Projects include the study of electromagnetic waves in waveguides, plasma waves in space, electromagnetic radiation from antennas, and the equilibrium and stability of plasmas. *Prerequisite: 312 or permission of the instructor.*

**431. Quantum Mechanics** Basic postulates are used to develop the theoretical framework for quantum mechanics. The course deals with measurements on quantum systems, the uncertainty principle, the Schrödinger wave equation and the probability interpretation, Heisenberg's matrix mechanics, eigenfunctions and eigenvalues, finite and infinite dimensional vector spaces, operator methods, and enables students to use the Dirac formalism for quantum mechanical manipulations for a variety of situations and systems. *Prerequisite: Permission of the instructor.*

**432. Topics in Theoretical Physics** Intended for students planning to continue their physics education in graduate school. Topics will include those mathematical and theoretical subjects not covered in earlier courses taken by the particular students enrolled. *Prerequisite: At least seven previous courses in physics or permission of the instructor. Offered every two years.*

**491, 492. Senior Research Seminar** Integration of theory and experiment in the conduct of research in contemporary physics or astrophysics, normally conducted in groups. The course emphasizes collaborative research, investigative techniques, and oral and written communication, and culminates in a colloquium presentation and a paper. *Prerequisite: Physics major senior status. The two semester sequence (or 491 + Independent Research for candidates for departmental honors) are required for the major. Two courses.*



# POLICY STUDIES

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## CONTRIBUTING FACULTY

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William Bellinger, Associate Professor of Economics  
 Mara E. Donaldson, Associate Professor of Religion  
 Cyril W. Dwiggin, Associate Professor of Philosophy  
 Susan M. Feldman, Professor of Philosophy  
 Michael J. Fratantuono, Associate Professor of International Studies  
 Michael Heiman, Associate Professor of Environmental Studies and Geography  
 James M. Hoefler, Associate Professor of Political Science, Coordinator  
 Kristin Skrabis, Assistant Professor of Economics (on leave 1999-2000)  
 Candie Wilderman, Professor of Environmental Science

## MAJOR

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Thirteen course credits: two prerequisite courses and 11 course credits in the core of the major, including a one course credit internship (or one-half course credit internship plus a related one-half course credit independent study).

Only two of the courses in the major are taught by faculty directly connected with the Policy Studies program. They are a two-credit foundations course and a one-credit senior seminar. The rest of the courses taken for the major will come from the course offerings in the various departments at the college, selected by the student in consultation with the student's adviser. The normal way to proceed through this major is to complete the two prerequisite courses, take the foundations course, fill in the major with appropriate electives, and finally finish with the senior seminar.

Acceptance as a major requires satisfactory completion of the prerequisite courses and foundations course by the spring semester of the sophomore year and approval by the Steering Committee. Normally, no more than four courses—the two prerequisite courses and two other courses—can be taken for credit toward this major prior to completing the foundations course.

A maximum class size for the foundations course is established in order to provide students with adequate opportunity to interact with the teaching faculty and with other students, an interaction which is vital in actual policy making processes. As a result, students may not always be able to gain access to this course and thus the major. During any given registration period, enrollment preference is normally given to sophomores who have completed both prerequisite courses. *Prerequisite: see listing below.*

Students working on a double major must work closely with their Policy Studies adviser in planning their major to insure that it constitutes a major substantially different in content from their second major. *Normally, more than a three course overlap with the second major will require special consultation with the Steering Committee.*

## SUGGESTED FOUR YEAR PROGRAM

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First and Second Years: Political Science 120 and either Economics 111 or 100 (required before Policy Studies 200); an ethics course during the first three semesters (e.g.: Philosophy 112, 253, 255; Religion 218, 314; Environmental Studies 111); Policy Studies 200 (spring, sophomore year)

Third and Fourth Years: Courses to fill the major; internship, and senior seminar



## DEPARTMENTAL HONORS

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The Policy Studies Program offers students the opportunity to graduate with honors in their major. To earn departmental honors, a student must undertake two semesters of independent research beginning in the seventh semester of study and culminating with a presentation and defense before the Policy Studies Steering Committee at the conclusion of the eighth semester of study. The grade on the independent research will be determined by the student's research adviser, while the decision to grant honors will be decided by the Steering Committee based on the presentation and oral defense. The two course credits earned for the independent research may be used to count toward the 11 credit core.

To participate in the honors program, a student must submit a research proposal to the Policy Studies Steering Committee no later than one week after the start of the student's seventh semester. Part of this proposal must be an explanation of how the independent research fits into the student's Policy Studies major. Upon approval of the proposal, the student will be allowed to register for the independent research.

## INTERNSHIP

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An internship experience which will be related to the student's substantive concentration. All internships must be approved by the Steering Committee. Students are normally expected to work with a member of the Steering Committee in developing internships but students may work with any faculty member at the college as their internship adviser. The internship experience may also be satisfied by a one-half credit internship combined with a related one-half credit independent study.

## COURSES

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**200. Foundations Course** This course is required for entry into the Policy Studies major. It is a two-credit, team-taught course (participants are from economics, political science, and philosophy or religion) offered every spring semester. This course focuses on the economic, political, and cultural constraints on the process of policy making and implementation, as well as the ethical values that policies promote. The cornerstone of this course is a research project that focuses on the formulation of public policy responses to some significant social problem. Problems tackled in the past year have included education, health care, and poverty in America. *Prerequisite: Political Science 120 and Econ 100 or 111.*

**350. Selected Topics in Policy Studies** The analysis of various topics and issues related to policy studies. The content of the course will reflect the interests and expertise of faculty and the needs of students.

**Substantive Concentration:** (at least three courses in one of the following areas agreed upon by the Steering Committee and the student candidate).

1. Issues in the Public Sector: e.g., health, education, welfare, income security, transportation, civil rights, minorities, criminal justice, mass media. Examples of courses that students might take in this area include: Economics 344 (Public Finance), Economics 214 (A Contemporary Economic Issue), and Political Science 222 (Public Policy Analysis).

2. Issues in the Private Sector: e.g., resource allocation in market economies, industry organization and industrial performance, labor problems. Examples of courses that students might take in this area include: Economics 350 (Industrial Organization and Public Policy), Economics 353 (Economics of Labor), and Economics 347 (Money and Banking).

3. Resource Management: e.g., energy, environment, population, oceans, science and technology. Examples of courses that students might take in this area include: Environmental Studies 131, 132 (Environmental Science), Economics 222 (Environmental Economics), and Geology 131, 132 (Physical and Historical Geology).

4. International Affairs: e.g., trade, finance, development, foreign and defense policy, comparative public



policy. Examples of courses that students might take in this area include: Political Science 170 (International Relations), History 382 (Diplomatic History of the US), and Economics 348 (International Economics).

**Structural Context Courses (at least one):** Courses offered in various departments which emphasize the organizational and structural processes through which decisions are made and which complement the student's concentration. Examples include: Economics 112 (Introductory Macroeconomics), Political Science 220, 221 (Constitutional Law I and II), and Political Science 150 (Comparative Politics).

**Quantitative Reasoning (at least one):** Courses offered in various departments which deal with the tools of critical thinking that are needed to understand, conduct, communicate the results of, and assess policy analyses that are grounded in numerically based data. Examples include: Math 120 (Quantitative Reasoning) and Math 121 (Elementary Statistics), Political Science 239 (Research Methods), and Economics 474 (Econometrics).

**Ethics and Culture (at least two; one Ethics course and one Culture course):** Courses offered in various departments which deal with the ethical and cultural dimensions of decision-making, as follows:

**Ethics:** Students are required to take at least one course directly concerned with ethics, such as Philosophy 112 (Ethics), Philosophy 253 (Philosophy of Society), Philosophy 255 (Philosophy of Law), Religion 218 (War and Western Values), Religion 314 (Topics in Religious Ethics), or Environmental Studies 111 (Environment, Culture and Values). *Note: prospective majors are encouraged to take the ethics course, if possible within their first three semesters.*

**Culture:** Students are required to take at least one course which studies one or more cultures in terms of their respective value assumptions, such as American Studies 201 (Introduction to American Studies), Anthropology 215 (Anthropology of Political and Legal Systems), or Religion 110 (Religion and Modern Culture).

401. **Senior Seminar** A seminar in selected topics. Required of senior majors.



# POLITICAL SCIENCE

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## FACULTY

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J. Mark Ruhl, Glenn E. and Mary L. Todd Professor of Political Science

Douglas T. Stuart, Robert Blaine Weaver Professor of Political Science and International Studies,  
Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues

David Strand, Professor of Political Science

H. L. Pohlman, A. Lee Fritschler Professor of Public Policy and Professor of Political Science

Russell Bova, Associate Professor of Political Science

James M. Hoefler, Associate Professor of Political Science, Chair

Stephanie Greco Larson, Associate Professor of Political Science

John S. Ransom, Associate Professor of Political Science (Director of the Nilsson Center for European  
Studies in Bologna, 1998-2000)

Pernilla M. Neal, Assistant Professor of Political Science and International Studies

James M. Sloat, Assistant Professor of Political Science and Director of the Center for Public Speaking

Richard E. Dunn, Visiting Instructor in Political Science

## MAJOR

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Ten courses, including Political Philosophy (101), American Government (120), International Relations (170), any course in Comparative Politics (150, 250, 251, 252, 253, 254, 255, 256, 270, and, when appropriate, 275, 276, 190, 290), and a 390 seminar. This seminar is normally to be taken on campus. No course may be taken Pass/Fail. Normally five courses must be taken in residence.

## MINOR

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Six courses. Coursework submitted for the minor must be from at least four of the subfields: political theory, American politics, comparative politics, and international relations.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY OR RESEARCH AND INTERNSHIPS

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Many majors take courses in independent study and research, as well as internships. The department chair or departmental advisers should be consulted for details on topic options and general opportunities.

## DEPARTMENTAL HONORS

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The departmental honors option involves two semesters of independent research leading to the writing and defense of a major paper. A g.p.a. of 3.50 in the major and 3.25 overall are required to undertake an honors project.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors may apply to spend: (1) their junior year in Bologna, Italy, as students at Dickinson's Nilsson Center for European Studies specializing in European and International Studies, or (2) in Washington, D.C. in The Washington Center Program specializing in a wide variety of programs, such as American



Government, Justice, Foreign Policy, and International Development. Please see the appropriate coordinator for these and many other off-campus study possibilities.

## COURSES

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The following courses are grouped according to the four major subfields of political science: political theory, American politics, comparative politics, and international relations. Introductory and intermediate courses are numbered in the 100s; advanced courses are numbered in the 200s. Within the 100 and 200 ranges, numbering sequences reflect subdivisions of the field, not level of difficulty.

### Political Theory

**101. Introduction to Political Philosophy** An introduction to the history of Western thought on the problems of the possibility of knowing political justice and creating a just polity. Major texts from the tradition will be discussed.

**202. Recent Political Thought** An introduction to the political thought of the 20th century focusing on the works of Weber, Freud, Dewey, Strauss, and others. *Prerequisite: 101 or permission of the instructor.*

**205. American Political Thought** An historical exposition of the ideals of American political culture. Concepts that will be addressed include natural law, liberty, constitutionalism, democracy, equality, and privacy. *Prerequisite: 120 or permission of the instructor.*

**207. Marxist Political Thought** An examination of the political philosophy of Karl Marx, Lenin, Trotsky, and others within the tradition of Marxist scholarship and politics. *Prerequisite: 101 or permission of the instructor.*

### American Politics

**120. American Government** A basic introductory course in American federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial processes.

**220. Constitutional Law I** An analysis of constitutional adjudication in the areas of separation of powers, federalism, and economic rights. Special emphasis is placed upon the idea of a written constitution and the role that judges play in our constitutional system. Topics include Watergate, war powers, and legislative veto. *Prerequisite: 120 or permission of the instructor.*

**221. Constitutional Law II** An exploration of American constitutional rights. Both historical developments and contemporary issues are addressed. Topics include racial and sexual equality, affirmative action, seditious speech, and school prayer. *Prerequisite: 120 or permission of the instructor.*

**222. Public Policy Analysis** The purpose of this course is to acquaint students with the concepts embraced in policy analysis and the methods employed by those individuals who study and analyze public policy. It is designed not only to provide a working knowledge of technique but also a knowledge of the intellectual support for that technique. Some emphasis will be placed upon the economic approach to public policy and the implications of that approach. *Prerequisite: one course in political science or economics.*

**231. Public Administration** An analysis of the organization and functioning of the national bureaucracy in a democratic society. Special attention is given to presidential management, theories of organization, independent regulatory agencies and bureaucratic pathology, financial and personnel administration, and administrative responsibility. *Prerequisite: 120 or permission of the instructor.*

**241. Women and Blacks in American Politics** Have women and blacks achieved political equality in America? How have racism and sexism gotten in the way? This course will examine women and blacks in the political process by studying their social movements, interest groups, public opinions, and representation in government. Special attention will be paid to issues which impact women and blacks (such as affirmative action and abortion). *Prerequisite: 120 or permission of the instructor.*



**242. Political Behavior** Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Special attention is given to American voting behavior, ethnic political behavior, and personality influences on politics. Field surveys are undertaken to illustrate contemporary trends. *Prerequisite: 120 or permission of the instructor.*

**243. Mass Media and American Politics** Examines the causes, content, and consequences of political news, primarily focusing on television. It will explore the ways in which audience characteristics, organizational routines, and professional socialization influence the style and substance of the news. The content of news will be analyzed for: the three branches of government, war, foreign governments, crises, and presidential campaigns. The impact of the media on political behavior will also be discussed. Content analysis will be used by students to systematically analyze television network news. *Prerequisite: 120 or permission of the instructor.*

**244. Public Opinion** Examines the origins, nature, and impact of public opinion in the United States. The ways that the public's attitudes are shaped and used by interest groups, politicians, and the mass media will be discussed. Methods of measuring public opinion, with special attention to polling, will be studied. *Prerequisite: 120 or permission of the instructor.*

**245. Political Parties and Interest Groups** A study of the functions, structures, and operations of American political parties and interest groups. Special attention is given to the techniques of running a campaign for office, to the role of the media in superseding American parties, and to the interactions of government with the two largest "interest groups": business and labor. *Prerequisite: 120 or permission of the instructor.*

**246. The Legislative Process** An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. *Prerequisite: 120 or permission of the instructor.*

**247. The American Presidency** An in-depth analysis of the nature and significance of "the Man" and "the Office," including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency. *Prerequisite: 120 or permission of the instructor.*

**248. The Judiciary** A study of the structure and the processes of the American judiciary. The adversarial system, plea bargaining, sentencing, and legal reasoning are all examined. Special attention is given to the federal judiciary, especially the Supreme Court. *Prerequisite: 120 or permission of the instructor.*

**249. American Federalism** This course examines the practical policy consequences of America's constitutional alliance between 50 state governments and the general union. Politics in the American states will provide the substantive focus for discussions about the complex and ever-changing intergovernmental relationships that constitute American federalism today. *Prerequisite: 120 or permission of the instructor.*

### **Comparative Politics**

**150. Comparative Politics** An introduction to comparative political analysis with applications to political systems, processes, and issues in countries of the Third World and in advanced industrial states alike. The purpose of the course is to learn to observe systematically, to analyze political phenomena, and to distinguish and evaluate the assumptions underlying alternative approaches to the study of politics.

**250. Comparative West European Systems** European parliamentary institutions analyzed as alternative liberal-democratic systems. Particular attention is paid to the British cabinet form, the French presidential form, the Italian coalition form, and the German federal form.

**251. Latin American Government and Politics** An introduction to the politics of contemporary Latin America. Emphasis is placed upon the varied political institutional responses to socio-economic change in the Americas. Major countries to be analyzed include Argentina, Brazil, Mexico, and Cuba. *Prerequisite: one course in political science or Latin American Studies.*



**252. African Government and Politics** An introduction to the politics of contemporary, sub-Saharan Africa. After analyzing the historical and socio-economic context of African politics, the course examines a number of contrasting political systems in depth. The final section of the course discusses the current problems of South Africa from an international perspective. *Prerequisite: one course in political science.*

**253. Postcommunist Politics: Russia and East Europe** A comparative examination of contemporary politics in Eastern Europe, Russia, and other successor states to the former USSR. The course will analyze the legacy of communism and the issues and dilemmas of the postcommunist transition. Topics covered include political change and democratization, the politics of economic reform, and postcommunist nationalism. *Prerequisite: one course in political science or Russian Area Studies or permission of the instructor.*

**254. Comparative Asian Governments and Politics** Comparison of selected Asian political systems with special attention given to the emergence of new nations from old cultures, contrasting patterns of political and economic development, and the current state of political affairs in each country studied. *Prerequisite: one course in political science or East Asian Studies.*

**255. Chinese Politics** An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

**256. The City** An introduction to urban politics from a broadly comparative vantage point. Topics include the socioeconomic and cultural bases of city politics, power struggles and policy making within urban political arenas, and the relationship between urbanization and political development.

#### International Relations

**170. International Relations** Analysis of the capabilities, limitations, and patterns of interaction of state and non-state actors in their pursuit of multiple objectives in the international system.

**273. International Political Economy** An examination of the politics of international economic relations as viewed from the competing perspectives of liberalism, mercantilism, and structuralism. Following a brief introduction to the fundamentals of international trade and monetary relations, the course will examine the politics of economic interdependence among the most developed states and regions (e.g., the U.S., Japan, Europe), the political economy of North-South relations, and the reintegration of postcommunist states into the world political economy. *Prerequisite: 170 or permission of the instructor.*

**275, 276. Studies in Modern European Politics** To be offered only in Bologna.

**280. American Foreign Policy Since 1945** A survey of U.S. foreign policy since World War II. American approaches to such issues as containment, detente, arms control, deterrence, international law, and third world economic development will be discussed. Students will also address issues of U.S. foreign policy formulation, including the roles of the public, Congress, and the president in the foreign policy process. *Prerequisite: 170 or permission of the instructor.*

**281. American National Security Policy** Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society. *Prerequisite: 170 or 120 or permission of the instructor.*

**283. Russian Foreign Policy** An examination of the patterns, instruments, and sources of Russian conduct in the world arena, viewed in light of the communist legacy, Russian national interests, and the contemporary international system. Political, military, and economic dimensions of Russian foreign policy will be addressed. *Prerequisite: 170 or 253 or permission of the instructor.*

#### Special Topics Courses

**190, 290. Selected Topics in Political Science** Topics not normally studied in depth in the regular offerings are analyzed in these special topics courses. Recent offerings have included: Contemporary Political Ideologies, Mexican Politics, Political Thought of the Enlightenment, Politics in Fiction, Separation of



Powers, The Bill of Rights, and Italian Politics.

239. **Research Methods** Helps the student answer (in the affirmative) the question, "Is political science a science?" Students will learn how to generate and test hypotheses through creating and executing research designs. Survey research, experimentation, content analysis, participant observation, and other methodologies will be studied. Although no prior knowledge of statistics is necessary, Math 120 and/or Math 121 are helpful. This class is especially recommended for prospective graduate students in the social sciences.

390. **Seminar** A seminar in selected topics in Political Science. Recent offerings have included: Political Leadership, Crime and Punishment, Democratization, Presidential Elections, Revolutions and Political Thought, Constitutional Politics, International Regimes, Russian Leadership Politics, Central American Politics, and Comparative Political Modernization.



## PRE-ENGINEERING

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Combining a liberal education with preparation to enter the field of engineering may be accomplished through preparation for graduate study at an engineering school or through participation in the Binary Engineering Program. Students must plan their programs carefully from the beginning in order to meet all of the requirements; new students need to contact the pre-engineering adviser, Prof. John Luetzelschwab, before their first registration.

**The Binary Engineering Program** is a five-year program consisting of three years at Dickinson and two years at one of three engineering schools: the University of Pennsylvania, Case Western Reserve University, or Rensselaer Polytechnic. Upon successful completion of both portions of the program, students receive the B.S. degree from Dickinson and the B.S. in engineering from the engineering school. A descriptive booklet is available from the admissions office.

**Requirements for the Dickinson degree:** a student must complete the Dickinson distribution requirements and requirements for a major field of concentration during the three years at Dickinson. Students must begin the major field of concentration in the freshman year. Courses taken at the engineering school to complete Dickinson requirements must be approved before leaving Dickinson.

**Requirements of the engineering schools:** the participating engineering schools require a 3.00 cumulative grade point average during the three years at Dickinson and satisfactory completion of the following:

*Mathematics:* two years, including Differential and Integral Calculus, Multivariable Calculus, and Differential Equations.

*Physics:* One and one-half years of calculus-based Physics, including Mechanics, Electricity and Magnetism, and Medical and Radiation Physics.

*Chemistry:* one year including States of Matter, Atomic and Molecular Structure, Thermodynamics, Equilibrium and Kinetics, and Chemistry laboratory.

*Computer Science:* one course in the use of computers for numerical analysis.

*Humanities and Social Sciences:* six to twelve courses in the humanities and social sciences, depending on the engineering school.

*Other science courses in the area of the expected engineering field.* (The complete list of engineering programs available at the participating schools is available from the pre-engineering adviser, Professor Luetzelschwab.)

**Application to the engineering school:** During the first semester of the junior year the student applies to one of the participating engineering schools. A student who has the required 3.0 average and is meeting the course requirements can expect to be admitted to full standing and to be able to complete the engineering degree in two additional years. During the spring semester of the junior year, the student pre-registers for the off-campus study for the subsequent two academic years.

**Preparation for admission to M.S. programs in engineering:** Students must satisfactorily complete a science major, preferably in the area of the intended field of engineering. Course work should include Physics 131, 132, 212, and 213, plus two years of mathematics, and Chemistry 141, 241. Students with 3.0 or higher cumulative averages are generally admitted to quality engineering schools. Most students can complete the requirements for an M.S. degree in two years after completing the Dickinson degree.

## SUGGESTED FOUR YEAR PROGRAM

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### Physics major:

First Year: Physics 131, 132; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 212; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Chemistry 141, 241, Computer Science 131



**Chemistry major:**

First Year: Chemistry 141, 241; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

**Computer Science major:**

First Year: Computer Science 131, 132; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

**Biology major:**

First Year: Biology 131, 132; Chemistry 141, 241; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

\* The choice of major courses should be made in consultation with the major adviser and the binary engineering director.



## PRE-LAW

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Preparation for the study of law may be accomplished through participation in the joint degree (BA, JD) program of Dickinson College with the Pennsylvania State University Dickinson School of Law joint degree or by applying for admission to law schools upon completion of the bachelor's degree at Dickinson College.

Pre-law students can select any major field of concentration at the College. It is helpful to take certain courses that will orient the student more specifically in the legal field. Students planning to pursue the study of law should include courses to refine their writing, research, and argument formation skills. Below is a list of courses that are recommended to introduce students to the skills and issues related to the study of law.

*Economics:* 100, Contemporary Economics; 111, Introduction to Microeconomics; or 244, Law and Economics

*History:* 117, 118, American History

*Philosophy:* 112, Ethics; 121, Logic

*Political Science:* 120, American Government; 220, 221, Constitutional Law I, II

*Sociology:* 228, Criminology

*English:* 211, Expository Writing; 212, Writing: Special topics; any literature courses

**The Joint Baccalaureate and Law Degree Program** is a six-year program consisting of three years at Dickinson College followed by three years at the Pennsylvania State University Dickinson School of Law program. To qualify for this program, Dickinson students need to complete all requirements for the bachelor's degree (except one year of elective courses) within three years, attain a 3.5 cumulative grade average, and achieve a score on the Law School Admissions Test (LSAT) within the top 15% of the national test-takers. Students accepted into the program enroll in the Dickinson School of Law in lieu of their final year at Dickinson College. After one year of successful study at the law school, students will earn the baccalaureate degree from Dickinson College. In two additional years of study at the law school they may complete the requirements for the JD degree from Dickinson School of Law.

Students interested in the joint-degree program should consult the College's pre-law adviser, James Bowman, and should be prepared to make application to the Dickinson School of Law no later than February 1 of the junior year.

## LAW SCHOOL ADMISSION TEST (LSAT) PREPARATION

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Since the LSAT represents a significant factor in the admission to law school, the Career Development and Advising Center runs two types of preparation classes for Dickinson students. The first set of classes, offered before each of the LSAT exams, concentrates on test-taking strategies, question analysis, and logical reviews. The second type of class is an LSAT study group which is coordinated by the pre-law adviser and meets periodically throughout the academic year. This study group brings together students who are taking the LSAT for peer-directed review sessions. Sample LSATs and individual assistance on questions is provided by the pre-law adviser.



## PRE-MASTERS OF BUSINESS ADMINISTRATION

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The criteria for admission to MBA programs are: GMAT score, cumulative grade-point average, letters of recommendation, and extracurricular activities. While a pre-MBA student can select any major field of concentration at the College, it is helpful to take certain courses that will orient the student more specifically in the business field. Below is a list of recommended courses.

*Economics:* 111, Introduction to Microeconomics; 112, Introduction to Macroeconomics

*International Business and Management:* 210, Financial Accounting; 227 Organizational Behavior

*Mathematics:* 121, Elementary Statistics; 161, Calculus I or 151-152, Introduction to Calculus

*Internships and independent studies:* Business-oriented internships and independent studies

Additional courses in International Business and Management as well as courses in Economics, Philosophy, Psychology, and Political Science. Competency in a foreign language is also recommended. Consult with the Pre-Business adviser.

### LINKAGES WITH GRADUATE PROGRAMS

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Dickinson College has agreements with three graduate programs that give our students an advantage in the admissions process. Current programs include the international management programs at the Monterey School of International Management and the American Graduate School of International Management (Thunderbird), and an accounting program through the Rutgers University MBA in professional accounting. Specific information about these and other programs is available at the Career Development and Advising Center.

### GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)

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The GMAT should be taken either in the spring semester of the junior year or in the fall semester of the senior year. It is given at several local area colleges during the fall and at Dickinson in January and March. It should be taken no later than January of the senior year.

### ADMISSIONS PROCESS

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Contact the College Pre-Business Adviser, James Bowman, at the Career Development and Advising Center for more information and assistance with admission to MBA programs.



## PRE-MEDICAL AND PRE-DENTAL

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The Pre-Health Program is administered jointly by the Committee for the Health Professions and by the Career Development and Advising Center. Any student who is interested in a career in the health professions (medicine, dentistry, optometry, veterinary medicine, nursing, etc.), should contact the chairperson of the Committee as soon as possible. At the beginning of the academic year, freshman who have expressed an interest in a health related career receive a notice to attend an informational meeting and to be included in our list of Pre-Health students.

Each student is assigned to one of the committee members who will advise the student on course requirements and who will draft the committee letter of recommendation when the student applies to professional school. The committee provides advice and prepares evaluations for students interested in any of the health professions.

Any major is acceptable. However, students must show their ability to do superior work in science. Students should plan to finish the science courses by the end of the junior year in order to be prepared for the Medical College Admission Test, which should be taken in the spring of the junior year.

Requirements of the medical and dental schools: an overall academic average of 3.30 or better is needed to be a competitive applicant and satisfactory completion of the following:

*Chemistry:* 4 courses - 141, 241, 242 plus one additional course, preferably 244 (Chemistry 103, 111, 112 will not satisfy this requirement.)

*Biology:* 2 courses - 111, 112

*Physics:* 2 courses - 141, 142 or 131, 132 (Although 131, 132 is acceptable, some topics on the MCAT exam are not covered in these courses.)

*English:* 2 courses - any two are satisfactory. The Freshman Seminar counts as one English course.

*NOTE:* This is a list of the minimum courses required by all medical schools and the majority of dental schools and must be taken during college. Individual schools may have additional requirements.

Other admission criteria include the science grade point average, MCAT or DAT scores, the letter of evaluation from the undergraduate college, and the outcome of a personal interview by the professional school.

The Career Development and Advising Center has information on professional schools, applications for these schools, and applications for the MCAT and DAT exams.

### MEDICAL COLLEGE ADMISSION TEST (MCAT)

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All applicants to medical schools must take the Medical College Admission Test (MCAT) which is given in the spring and fall of each year. The preferred time to take it is in the spring of the applicant's junior year, after completing the required science courses. Some students take it for practice in the fall of their junior year.

### DENTAL ADMISSIONS TEST (DAT)

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Applicants to dental schools must take the Dental Admission Test, given in the fall and spring of each year. Again, spring of the junior year is the recommended time to take this test.

### TESTS IN OTHER HEALTH PROFESSIONS

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Other health professions have similar testing programs as well. Information is available from the Career Development and Advising Center.



## COMMITTEE FOR THE HEALTH PROFESSIONS

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Members for 1999-2000:

Teresa Barber, Associate Professor of Psychology, Chair  
Katharine Brooks, Director of Career Development and Advising  
David Crouch, Assistant Professor of Chemistry  
Michael Holden, Associate Professor of Chemistry  
John Luetzelshwab, Professor of Physics  
Michael Roberts, Associate Professor of Biology  
Charles Zwemer, Assistant Professor of Biology



# PSYCHOLOGY

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## FACULTY

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Larry A. Engberg, Associate Professor of Psychology  
 James A. Skelton, Associate Professor of Psychology, Chair  
 Gregory J. Smith, Associate Professor of Psychology (on leave 1999-2000)  
 Walter Chromiak, Associate Professor of Psychology (on leave 1999-2000)  
 Teresa A. Barber, Associate Professor of Psychology  
 Bonnie B. Dowdy, Assistant Professor of Psychology  
 Christopher Silva, Assistant Professor of Psychology  
 Joseph M. Melcher, Visiting Instructor in Psychology  
 Davis C. Tracy, Director of Counseling Services, Part-time Assistant Professor of Psychology  
 Linda M. Chalk, Assistant Director of Counseling, Part-time Assistant Professor of Psychology  
 John-Paul Checkett, Assistant Director of Counseling, Part-time Assistant Professor of Psychology

## MAJOR

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Ten courses, at least two between 110 and 170; 201, 202; two at the 300 level; one at the 400 level (numbered below 490); one of the following: 491, 492, 493; and two additional courses in psychology.

These courses must be taken in the department: 201, 202, two courses at the 300 level, one course at the 400 level, and one course from 491, 492, or 493. Exceptions to this rule may be granted to students who petition the department chair.

## MINOR

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Six courses, including 201 and 202 and a course from the 300 level group of research methods classes. Normally, four of the six courses (including the 201, 202 sequence and the 300 level course) must be completed in the department.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: two 100-level courses; 201

Second Year: 202; two 100-level courses

Third Year: 300-level course; 400-level course; semester abroad

Fourth Year: 300-level course; Senior Experience

## THE SENIOR EXPERIENCE

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Each Senior Experience provides the student with the opportunity to do significant work in an independent fashion. The requirement may be fulfilled by successful completion of any of the following: 491, 492, 493. Common requirements of all Senior Experiences include: (1) a final paper which provides a detailed description of the senior experience, and (2) a presentation at a department poster session to be held at the end of each semester. Senior Experiences are intended as culminating experiences in which majors bring to bear the knowledge, methodologies, and techniques which they have acquired over their undergraduate years.



## INDEPENDENT OPTIONS FOR NON-SENIORS

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Exceptional sophomores and juniors may participate in traditional internships, independent study, and independent research projects (see Bulletin section entitled "Special Approaches to Study"). However, these will not fulfill the requirement for a Senior Experience in Psychology.

## DEPARTMENTAL HONORS

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Departmental Honors are granted to students who demonstrate their eligibility by fulfilling these requirements: By the end of the Junior year, obtain approval of an Honors Project proposal from at least three psychology faculty. The proposal is to consist of a plan to earn at least one credit for independent study and/or independent research during each semester of the Senior year. Psychology 492 or 493 may be used to fulfill one of these credits. By the beginning of the Senior year, earn a GPA of at least 3.25 in (a) courses taken in Psychology and (b) all other courses taken at the College. Provide a written copy of the final project report to each Psychology faculty member by April 15 of the Senior year. Present and defend the project to an assembly of psychology faculty by May 1 of the Senior year. Receive a favorable vote from psychology faculty for the written and oral presentations of the project.

## INTERNSHIPS AND THE SENIOR PRACTICUM

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Only one internship or practicum may be counted towards the minimum 10 courses required for the psychology major. Therefore, students may not receive psychology credit for both a traditional internship and Psychology 491.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students who are interested in study abroad are urged to plan their programs carefully and begin the major early. An advising session is offered each semester that addresses this topic

## COURSES

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**110. Principles of Behavior** This is an introduction to the elementary principles governing the behavior of both humans and non-human species. These principles, derived primarily from experiments using animals, are shown to be applicable to the prediction and control of a wide variety of human behaviors. This course employs a self-paced, mastery approach to learning and includes laboratory sessions.

**125. Brain and Behavior** This course will introduce the structure and function of biological processes as variables that influence human behavior. Findings from such fields as neuroanatomy, neurophysiology, and endocrinology will be considered in their relation to a number of behavioral processes.

**130. Perception, Memory, and Thought** This introduction to cognitive psychology will cover such topics as: How do you recognize your grandmother? Can you do more than one thing at a time? Why can't you remember the names of people you just met? More formally, we will examine the processes of perception, attention, representation, and retrieval in children, adults, and machines.

**140. Social Psychology** In this introduction to psychological aspects of human social behavior, we discuss such topics as the relationship between attitudes and behavior, how people judge one another, interpersonal and group influence processes, and relations between individuals and groups, with strong emphasis on real-world applications. We also introduce scientific methods and formal theories for studying social behavior.

**155. Child Development** This introduction to development psychology will cover such topics as: What are the processes of prenatal development and birth? How does an infant learn about the world around



him or her? How do children develop as social beings? And, how do the cognitive abilities of thought, language, and memory develop?

**165. Psychopathology** An introduction to various psychological disorders and techniques of diagnosis and treatment. Relevant for students who anticipate careers in medicine, law, and the social or psychological services.

**170. Adolescence and Youth** In this introductory course in developmental psychology, we will examine the ways biological, psychological, and social processes combine to shape development during the second decade of life. A primary focus will be on the individual and cultural differences that result from contextual variability in these processes.

**180. Topics in Psychology** Students gain an appreciation of psychological principles by reading about and discussing a topic of interest. Course topics range from contemporary issues and historic controversies to broad themes. Recent topics courses have included Cross Cultural Psychology, Human Sexuality, Personality, and Sleep and Dreams.

**185. Survey of Psychology** A survey of areas of contemporary psychological study to acquaint students with viewpoints, findings, and techniques of investigation of the discipline.

**201. Design of Psychological Research** Readings and laboratory exercises introduce students to bibliographic resources in psychology, rules of valid scientific inference, and techniques for conducting psychology experiments. *Three hours classroom plus two hours laboratory a week. Prerequisite: any 100-level course.*

**202. Analysis of Psychological Data** In this course, one of the core requirements for the major, our focus is how to make sense of numerical information. Students learn to describe and analyze data. Everyone is expected to devise an original study and analyze hypothetical data from it. *Three hours classroom plus two hours laboratory a week. Prerequisite: 201.*

**310. Research Methods in Animal Learning** An exploration of advanced problems in animal learning, the stimulus control of behavior, attentional models and cognitive processes in animals. Students collect and analyze data and produce written reports relating their empirical findings to psychological theory. *Three hours classroom plus laboratory a week. Prerequisites: 110, 201 and 202.*

**325. Research Methods in Biological Psychology** A comprehensive coverage of the research methods employed in the field of biopsychology. Students conduct research on the relationship between the nervous system and/or the endocrine system and human behavior. *Three hours classroom plus three hours laboratory a week. Prerequisites: 125, 201 and 202.*

**330. Research Methods in Cognitive Psychology** Students devise, conduct, analyze and prepare written reports of experiments on topics such as autobiographical memory, time management, techniques for improving learning, and decision-making. *Three hours classroom plus three hours laboratory a week. Prerequisites: 130, 201 and 202.*

**340. Research Methods in Social Psychology** We conduct empirical studies in order to become familiar with techniques for measuring attitudes and social behavior in the field and the lab, for analyzing and evaluating data, and for reporting findings and conclusions. Students gain direct experience in the process of conducting research studies by working as experimenters and data analysts. *Three hours classroom plus three hours laboratory a week. Prerequisites: 140, 201 and 202.*

**355. Research Methods in Child Development** An advanced presentation of the research methods and statistical techniques used by developmental psychologists including cross-sectional, longitudinal, and sequential designs. Students conduct laboratory and field-based research and develop original research proposals in the area of child development. *Three hours classroom plus three hours laboratory a week. Prerequisites: 155, 201 and 202.*

**365. Research Methods in Clinical Psychology** This course will introduce various strategies used in empirical research of clinical phenomena. Practice in behavioral observation systems, structured clinical inter-



views, and assessment techniques will be gained as students conduct research and write research reports in the area of clinical psychology. *Three hours classroom plus three hours laboratory a week. Prerequisites: 165, 201 and 202.*

**370. Research Methods in Development After Childhood** In a series of group projects, students will design and conduct studies of development during adolescence and adulthood. In addition to basic techniques of experimental, observational, interview, and survey research, students will be introduced to the special design requirements of studying age-related change. The course will emphasize the relationship between question, hypothesis, and research design and use the contextual variability as a tool for understanding development. *Prerequisites: 170, 201 and 202.*

**380. Research Methods in Psychology: Special Topics** Students conduct empirical research in an area of psychological science, analyze data, and report findings and conclusions. *Three hours classroom plus three hours lab per week. Prerequisite: Psychology 202*

**410. Seminar in Learning Theory** An advanced course for students with a strong background in the psychology of learning, this seminar examines the evolution of formal theories of learning during the last century. Topics covered include Pavlov's cortical theory of classical conditioning, Hull's hypothetico-deductive theory of learning, Skinner's radical behaviorism, and Tolman's cognitive maps in mice and men. *Prerequisites: 201, 202 and 310.*

**425. Seminar in Biological Psychology** An advanced seminar into the relationship between physiological systems and behavior. This course will include coverage of mammalian brain organization and function in terms of transmitter systems which are correlated with the interactions between anatomy, physiology, and behavior. *Prerequisites: 125, 201 and 202.*

**430. Seminar in Cognitive Psychology** Students will present and discuss one or more topics in human cognition using primary sources. Possible topics include, but are not limited to, intelligence and creativity, the development of physical and mental skills, changes in learning and memory as we age, and thought in humans and machines. Students will write several essays that explain and evaluate the concepts that are discussed. *Prerequisites: 130, 201 and 202.*

**440. Seminar in Social Psychology** In this seminar, we read and discuss primary sources in theoretical or applied social psychology. Previous seminars have looked at applications of social psychology principles in law, medicine, mental health, consumer behavior, conservation, and education, and theories of social construal, social influence, and social systems. Students are responsible for leading class sessions and contributing to a group document, such as an annotated bibliography or literature review. *Prerequisites: 140, 201 and 202.*

**455. Seminar in Developmental Psychopathology** Applying a developmental perspective in which clinical disorders are viewed as either quantitative deviations from normal development or qualitatively distinct disorders this course will study the history, methods, procedures, empirical facts, and theories that influence the conceptualization of and treatment of clinical disorders in children. *Prerequisites: 155, 201 and 202.*

**465. Seminar in Clinical Psychology** Students read and discuss primary sources in theoretical and applied clinical psychology to gain a deeper understanding of the processes of assessment and treatment used with various psychopathological conditions. *Prerequisites: 165, 201 and 202.*

**470. Seminar in Adolescent Development** Ecological systems theory focuses on the complex interaction of person and environment throughout the life course. Based on the premise that biological, social, and cognitive processes will vary as a function of person and context, this approach uses such variation to provide insight into human development. Students will apply this approach to the study of adolescence through discussion, readings, and both formal and informal writing. *Prerequisites: 170, 201 and 202.*

**480. Advanced Topics in Psychology** Advanced seminar in which students become actively engaged in reading about, reviewing, and discussing selected topics of importance in the discipline. Recent advanced



topics courses have included The Psychology of Law and Medicine, Psychopharmacology, The Psychology of Groups, and Psychology of Identification. *Prerequisites: 201, 202 and permission of the instructor.*

**491. Senior Field Work** Encompassing a practicum in psychology where the student gains direct experience in an applied psychological setting, this course is reserved for those students who have proven themselves in the undergraduate offerings relevant to those aspiring to social or psychological careers of human services. This course fulfills the department requirement for a Senior Experience. *Prerequisites: 201 and 202, plus senior psychology major status and permission of the instructor.*

**492. Senior Independent Study** This course allows students to explore areas not covered by our traditional course offerings or to do in-depth study of material which was introduced during prior course work. Senior Independent Study projects are expected to be largely self-initiated and self-directed. This course fulfills the department requirement for a Senior Experience. *Prerequisites: 201 and 202, plus senior psychology major status and permission of the instructor.*

**493. Senior Independent Research** Independent Research projects are expected to be largely self-initiated and self-directed and must constitute an original contribution to the discipline of psychology. In most cases will involve formulation of hypotheses, data collection, statistical analyses of the data and integration of the results with the existing literature. This course fulfills the department requirement for a Senior Experience. *Prerequisites: 201 and 202, plus senior psychology major status and permission of the instructor.*



## PUBLIC SPEAKING

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See also: Academic Resources: Center for Public Speaking, p. 185

### FACULTY

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James M. Sloat, Director, Assistant Professor of Political Science

### COURSES

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**101. Introduction to Public Speaking** An introduction to public speaking addressing the construction and delivery of both informative and persuasive speeches. Students will receive training in (and will practice) overcoming anxiety, gathering and presenting information, determining and responding to audience preferences, and incorporating rhetorical tools to enhance persuasion.

**220. Rhetorical Analysis: Great American Speeches** This course explores the great speeches in American history ranging from Puritan sermons to contemporary political addresses. It offers a particular focus on the roles of structure, imagery, and rhetoric as they enhance the content of the speech. Also, the course considers both historic and emerging trends in American speeches.



# RELIGION

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## FACULTY

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Mara E. Donaldson, Associate Professor of Religion, Chair

Daniel G. Cozort, Associate Professor of Religion

Theodore Pulcini, Assistant Professor of Religion

Andrea B. Lieber, Assistant Professor of Religion

## CONTRIBUTING FACULTY

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David Commins, Associate Professor of History

Harry D. Krebs, Professor of East Asian Studies

## MAJOR

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**Option A.** Gives the student a working knowledge of a broad range of religious traditions and perspectives. The courses in Option A provide the foundation in the study of religion which the department considers necessary for today's liberally educated person. Of the 10 courses required in this option, no more than four may be at the 100-level, at least two must be at the 300-level, and at least one (such as Religion 490) must be at the 400-level or above. The following guidelines apply:

1. Two courses for which approaches to the study of religion are the main concern (390, 490).
2. Two courses that raise critical questions about religion in Western traditions and cultures (e.g., 103, 104, 107, 110, 203, 206, 207, 208, 209, 211, 212, 214, 218, 219, and topics courses).
3. Two courses that raise critical questions about religion in Non-western traditions and cultures (e.g., 120, 130, 221, 223, 224, 226, 230, and topics courses).
4. Three additional courses. These may be concentrated in a particular tradition (e.g., Judaism, Christianity, Hinduism, Buddhism, East Asian Religions, Biblical Studies), or they may be on approaches to religion in culture (e.g., Religion and Gender, Religion and Literature, Myth and Ritual, Religion and Art, Social Scientific Study of Religion).
5. One course taken outside the department. For example, courses outside the department may include Philosophy of Religion, Religion and Science, and Anthropology of Religion.

**Option B.** Students who have a focused interest in a particular area of the study of religion may be accepted, no later than the end of the sophomore year, for a major in religion structured along the following lines:

1. The major will consist of 11 courses, with as many as four courses taken outside of the religion department. Religion 390 and 490 are required.
2. Upon the declaration of the major and each semester these majors will discuss their course selections and the shape of their major program with the department and other majors.
3. In the senior year, the student will engage in an independent research project, designed to synthesize the student's work in religion up to that point. This project must be approved by the department and will be delivered both in written form and through an oral presentation.

Option B encourages students to develop interests which may cross normal disciplinary lines. Possible self-developed majors might include: Reformation Studies, The Classical World and Early Christianity, Women and Religion, Liberation Theologies, Myth Studies, Sacred Texts in Comparative Perspective, Medieval Studies, South Asian Studies, Middle Eastern Studies, etc.



## MINOR

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The minor in religion consists of six courses, including Religion 390 and Religion 490. No more than three of the six courses may be at the 100-level.

**Additional Options:** In addition to these options for the major in religion, the College offers a major in Judaic studies, East Asian studies, and the double major (recent examples: religion and philosophy, religion and art, religion and anthropology, religion and English). Students may also pursue studies in religion in a number of the College's off campus programs, including SITA, and the Jerusalem program.

## INDEPENDENT STUDY

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According to their special interests, students often develop and pursue Independent Study projects with members of the faculty. Among the projects recently undertaken have been Liberation Theology in Latin America, Abraham and Monotheism, The Hindu Temple, Martin Luther King, Jr., C. S. Lewis, Hopi Kachinas, and Tibetan Views on Death.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students have regularly taken Junior Year Abroad programs in Scotland, England, Germany, France and Israel. The college also participates in the fall semester South India Term Abroad (SITA) program in Madurai, India and encourages students to participate in the summer Jerusalem program. The department supports the exploration of other programs and proposals.

## COURSES

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All 100-level courses, regardless of their specific content, provide students with a basic introduction to the academic study of religion. Sophomores and juniors may take a 200-level course as their first course in religion, and seniors are encouraged to begin at this level. 200-level courses are more specific than 100-level courses but are not necessarily more difficult. 300-level courses are discussion-oriented seminars open to students who either have at least one previous course in religion, have junior or senior status, or have the permission of the instructor.

**103. Hebrew Scriptures in Context** A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.

**104. Introduction to Judaism** A basic course in the history, basic beliefs and practices, and modern manifestations of Judaism as a religion. The course concerns itself with the interactions of Judaism and other world religions, notably Christianity. *This course is cross-listed as Judaic Studies 104.*

**107. New Testament in Context** A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life and death of Jesus of Nazareth.

**110. Religion and Modern Culture** Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture—myth, sacred space and time, nature spirituality—and the cultural contexts of contemporary theologies—gender, race, economics.

**111. What is Religion?** An introduction to the study of religion that assesses as possible answers to the course title a selected range of individual and social experiences, expressions, and interpretations. Although the course is not a survey of world religions or a study of theories of religion, it examines phenomena from



many religions and employs a variety of methods of analysis.

**115. Native American Religions** A survey of some major religious phenomena in the relatively recent histories of selected Native American traditions with emphasis on the tribal religions of North America and the religions of the civilizations of Mexico and Central America.

**121. What is Hinduism?** A study of the dominant religion of south Asia that focuses on the contemporary “embodiment” of religion in culture. This course will explore ways in which religion permeates the Hindu cycle of life, shapes choices such as occupation and marriage partner, and infuses Indian arts. It will ask whether the variation in these patterns over time, among regions of India, in city and country, and among different groups, are diverse “Hinduisms” that nevertheless contain a vital unity.

**122. What is Buddhism?** A study of Asia’s most influential religion that focuses on the contemporary “embodiment” of religion in culture. This course will explore ways in which Buddhists have used visual arts, music, drama, asceticism, devotion, etc., to attain spiritual goals and express enlightenment. It will look at both monastic and popular Buddhism, concentrating on South and Southeast Asia but with some reference to East Asia and the West.

**130. Religions of East Asia** An introduction to the formative role of religious consciousness in the development of the cultures of China and Japan.

**201. Buddhism in Tibet** Studies in Buddhist philosophy and practice in Tibet.

**203. Bible and Contemporary Issues** An exploration of the impact of Biblical world views, perspectives, and laws upon the generation and resolution of contemporary problems such as environmental abuse, sexism and sexual problems, injustice, and war.

**206. Jews and Judaism in the United States** Traces the history of Jewish immigration to America and how the American experience has produced and nurtured new forms of Judaism, notably Reform and Conservative. The course concentrates on the last hundred years of American history and includes such topics as anti-Semitism, the Holocaust, and Israel. *This course is cross-listed as Judaic Studies 206.*

**207. Holocaust & Future of Religion** The course begins by looking at the variety of approaches to the Holocaust or Shoah. Second, it inquires into the roots of the Holocaust in Christian religious anti-Semitism. Third, the course examines the genocidal events of the Shoah itself and the responses to those events by a small resistance movement within Germany. Fourth, the course concludes by looking at the various responses to the Holocaust, attempting to understand its impact on the future of religion itself.

**208. Religion in the United States** The course chronicles the relationship between religious ideas and cultural context from the founding of the first colonies through the rise of the Religious Right and New Age movements. Our journey will be guided by several key metaphors that have characterized the religious ethos of America: America as “The Promised Land”; America as the “land of opportunity”, as the “melting pot.” We will use primary sources, including fiction, poetry, and film.

**209. Religion and the Literary Imagination** Examines the variety of ways that religious themes—grace, evil, redemption—and genres—parable, apocalypse—are reflected, transformed in Biblical, classical, and contemporary literary texts.

**211. Religion and Fantasy** An exploration of the religious and mythological dimensions of traditional and modern fantasy literature. Our explorations will be guided by three interdependent themes: the nature of the divine, the nature of the human, and the nature of the moral life.

**212. History of Christianity: From Margin to Center** The course traces the emergence of Christianity from its beginnings as a minority sect in the first century to the height of its influence in the 14th century. Special attention will be given to cultural and aesthetic influences on the emerging Church.

**214. History of Christianity: Reform and Modernity** The course concentrates on the emergence of the Protestant tradition in the 16th century and the Catholic response. Considers the impact of the



Enlightenment on both Protestant and Catholic self understanding.

**218. War and Western Values** Literary and philosophical expressions of the experience of war; analyses of the nature of war in human affairs, and of restraints on and in war; assessment of the “special case” of nuclear armaments and strategies.

**219. History of the Jews** Willing or not, Jews have participated in world history since the dawn of civilization in the Middle East, ca. 3000 b.c.e. This course surveys the part Jews have played, concentrating on the interplay between Jews, Christians, and Muslims. *This course is cross-listed as Judaic Studies 219.*

**221. Hindu Mythology** Indian mythology, perhaps the richest in the world, is learned (and sometimes created) through ritual celebrations that re-enact and re-interpret myth episodes and themes and in other ways relate the human to the divine.

**226. Yoga: Theory and Practice** Yoga is an ancient Indian religious philosophy with a unique and complex world view. The Yoga system sees the human and the cosmos as homologous and therefore places special emphasis on the control of the body and mind in its pursuit of the realization of ultimate reality. In order to test Yoga’s assertions about the effect of physical and contemplative techniques, students will participate in a lab section in addition to lectures and discussion.

**230. Buddhism in China and Japan** A study of the many phenomena of Chinese and Japanese Buddhism: historical development, socio-cultural context, personalities, texts, practices, thought, and aesthetics.

**241. Topics in Arts, Literature, and Religion** (e.g., Religion and Psychology; Faith and Identity; American Jewish Fiction; Jesus in Theology, Art, and Literature; Religion and Film)

**243. Dead Sea Scrolls** The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community’s center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?

**245. Hidden Scriptures** Besides the books included in the Hebrew Bible (Christian Old Testament) and the New Testament, a number of texts were excluded for various reasons. Their circulation and reading were discouraged, but they survived nonetheless. This course examines these texts, placing them in their historical context and using them as a “lens” through which we can better understand Judaism in the Hellenistic and Roman period and Christianity in some of its primitive (often “heretical”) expressions.

**250. Topics in Religion and Gender** (e.g., Goddess and Devotee; Women & Religion; Sexuality and Spirituality; Women’s Ways of Believing)

**259. Islam** An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times. *This course is cross-listed as History 372.*

**260. Topics in Religious Traditions** (e.g., Islam; Shamanism; Apocrypha)

**310. Topics in the Study of Myth** (e.g., Comparative Mythology; Myths of Creation)

**312. Topics in the History of Christianity** (e.g., Contemporary Roman Catholic Thought; Medieval Mysticism; Christianity in Crisis; Augustine of Hippo; Eastern Orthodoxy)

**314. Topics in Religious Ethics** (e.g., Bonhoeffer, Peace and War; God and Evil; Religion and Ecology; Contemporary Christian Ethics)

**316. Topics in Judaic Studies** (e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish



Law) *This course is cross-listed as Judaic Studies 316.*

318. **Topics in Religion and Culture** (e.g., Religion and Science; Encounters with Death; Liberation Theologies)

320. **Topics in Indian Religions** (e.g., Hindu Theology; Buddhist Tantra; Enlightenment in Comparative Perspective)

330. **Topics in East Asian Religions** (e.g., Zen; Confucianism and Taoism; Chinese Folk Religions)

390. **Interpreting Religion** An advanced introduction to some fundamental issues of theory and method in the academic study of religion. Selected religious phenomena will be examined using the perspectives such as those of the history of religions, psychology, sociology, anthropology, philology, philosophy, and theology. Emphasis will be placed upon methods of research and styles of writing in the study of religion.

490. **Seminar: Critics of Religion** "What is needed," Nietzsche wrote, "is not the courage of our convictions but the courage to attack our convictions." This seminar examines critiques of religion made by critics such as Freud, Nietzsche, Feuerbach, and Marx as well as Job, Jesus, and others both within and outside of our traditions.

The following course is offered abroad:

242. **Jerusalem, Layer by Layer** This course will examine the centrality of Jerusalem in the evolution of Judaism, Christianity, and Islam. The development and interaction of these religions will be situated within the sweep of the city's history, from the period of the ancient Israelite monarchy to the present. Through the study of monumental structures, archaeological remains, and textual records, Jerusalem's story will be uncovered layer by layer, with special attention given to the social and political dynamics which have shaped its monotheistic communities through the centuries.

## HEBREW

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\*101, 102. **First-Year Biblical Hebrew** Fundamentals of Hebrew morphology and grammar. Second term includes readings from Biblical narrative texts.

111, 112. **Intermediate Hebrew** Review of grammar, rapid reading of selected texts; Book of Amos in the second semester. Prerequisite: 102 or the equivalent.

*NOTE:* A major and minor are not offered in Hebrew. Interested students should refer to the Judaic Studies program.



# RUSSIAN LANGUAGE AND LITERATURE

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## FACULTY

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Helen Segall, Professor of Russian (on leave 1999-2000)

Elena Dúzs, Assistant Professor of Russian, Chair

Robert J. Bird, Assistant Professor of Russian

## MAJOR

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At least ten courses, numbered 200 and above. Six courses must be in the Russian language. Two courses should cover Russian literature or Russian culture and civilization, one from the earlier and one from the later period: Russian 221 or 223, and Russian 222 or 224. One additional course should be selected from any of the Russian Literature courses offered in the department; and one should be selected from the following: History 253, History 254, Economics 376, Philosophy 261\*, Political Science 253, Political Science 283, Religion 312\*. *\*When topic is approved by the department chair.*

Majors will be encouraged to:

1. participate in the Interdisciplinary Russian Area Studies Senior Seminar: Russian 401,
2. participate in a semester or summer study program in the Republics of the former Soviet Union,
3. reside (for at least one year) in the Russian House.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study projects are an option open to motivated students who wish to pursue a topic in Russian or Slavic literatures and cultures not offered as part of the regular curriculum. Interested students must be willing to initiate their own study project and meet with their director on a weekly basis. All faculty members are willing to assist. Most projects are taken for half or full course credit. Qualified seniors may wish to write an Honors Thesis.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Dickinson College has an agreement with Mendelev University of Chemical Technology in Moscow to sponsor a month-long Russian language Immersion during the summer, and a semester or year exchange of students between the two institutions. There are also opportunities to study in other Russian cities and areas of the former Soviet Union. For further information, consult members of the Department of Russian.

## COURSES

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\*101, 104. **Elementary Russian** An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.

116. **Intermediate Russian** Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics. *Prerequisite: 104 or the equivalent.*

200. **Advanced Training in the Russian Language** Emphasis on the development of reading, speaking, and



writing skills. Reading of simple texts to acquaint the student with a variety of styles of the Russian language, concentration on some of the more difficult problems in the Russian grammar, translation, written composition, vocabulary building, and intonation. *Prerequisite: 116 or equivalent, with a grade of at least C.*

**221. Russian Culture and Civilization to the 1860s** A study of significant features of Russian literature, art, architecture, music, and theater from the times of the Scythians through the middle of the 19th century. Major developments during the Kievan, Muscovite, and Imperial periods will be highlighted. Films, slides, and records will supplement the reading and lectures. *Conducted in English. Offered every other year.*

**222. Russian Culture and Civilization from the 1860s to the Present** A study of the various phases in Russian intellectual thought, literature, arts, and music. The focus will be on the origins, rise, and fall of the Russian avant-garde during the first two decades of our century and on the rebirth of Russian culture during the post-Stalin period. Films, slides, and records will supplement readings and lectures. *Conducted in English. Offered every other year.*

**223. Survey of Russian Literature in Translation I** An introduction to Russian literature, presenting its development and the major literary movements from the earliest period to the middle of the 19th century. Readings will include works by Pushkin, Lermontov, Gogol, Goncharov, Turgenyev, and Tolstoy. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*

**224. Survey of Russian Literature in Translation II** An introduction to Russian literature, presenting its development and the major literary movements from the middle of the 19th century to the present. Readings will include works by Dostoevsky, Chekhov, Gorky, Blok, Mayakovsky, Babel, Zamiatin, Gladkov, Bulgakov, Pasternak, Solzhenitsyn, Voinovich, Trifonov, Shukshin, and Aitmatov. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*

**231, 232. Russian Conversation and Composition Practice** in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientation. Reading and discussion of short works by well-known Russian authors. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**233, 234. Masterpieces of Russian Literature** Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**241. The Works of Tolstoy and/or Dostoevsky** A study of the major works of Tolstoy and/or Dostoevsky focusing on the artistic features of each novelist and on his place in the history of Russian culture. Parallels and contrasts between the two writers will be examined on occasions when the works of both are taught. *Conducted in English. Offered every other year.*

**242. Russian Literature of the 20th Century** A study of Russian Literature covering the "Silver Age," the best of Soviet literature, and contemporary developments such as the development of literature of dissent and literature in emigration. Includes works by Chekhov, Bunin, Bulgakov, Nabokov, Pasternak, Solzhenitsyn. *Conducted in English. Offered every other year.*

**260. Topics in Russian Studies** In-depth analysis and discussion of selected areas and problems in Russian literature or culture. Recent topics have included: Russian Theatre and Drama, Nobel Laureates in Russian Literature, Russian Short Prose, Salvation Through Beauty: the World of Dostoevsky, Russian and Soviet Film, East European Literature, Modernism in Italy and Russia. *Conducted in English. Offered every other year.*

**360. Topics in Russian Language and Literature** A thorough investigation of a significant figure or major development in Russian literature, or an extensive examination of selected aspects of the Russian language, with emphasis on seminar reports and discussions. *Conducted in Russian. Prerequisite: Russian major or instructor's permission.*



The following course is offered in Moscow:

215. **Moscow Summer Immersion Program** A four-week course in contemporary Russian language and culture offered at the Mendelev University in Moscow. Students will speak only Russian during this four-week period, and participate in intensive language classes, special lectures and field trips arranged with Russian university instructors. *Prerequisite: 116 or equivalent and permission of the department.*



# RUSSIAN AREA STUDIES

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## CONTRIBUTING FACULTY

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Robert Bird, Assistant Professor of Russian  
 Russell Bova, Associate Professor of Political Science, Coordinator  
 Truman C. Bullard, Professor of Music  
 Elena Duzs, Assistant Professor of Russian  
 Philip T. Grier, Professor of Philosophy,  
 George N. Rhyne, Professor of History  
 Helen R. Segall, Professor of Russian (on leave 1999-2000)  
 Theodore Pulcini, Assistant Professor of Religion  
 Neil B. Weissman, Professor of History, Dean of the College

## MAJOR

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1. Three courses from the following courses taught in the Russian language: Russian 231, 232, 233, 234, 360.
2. Two courses in Russian literature or in Russian culture and civilization, one from the earlier and one from the later period: Russian 221 or 223, and Russian 222 or 224.
3. Two courses in Russian history: History 253 and 254.
4. Senior Research: Russian Area Studies 490.
5. Four courses of the following, to be selected from at least two different departments and to include at least two courses from Division II, the Social Sciences:
  - a. History 313\*, 404\*
  - b. Economics 376
  - c. Music 105\*
  - d. Philosophy 261\*
  - e. Political Science 207, 253, 283, 290\*, 390\*
  - f. Religion 312\*
  - g. Russian 221\*\*, 222\*\*, 223\*\*, 224\*\*, 234\*\*, 241, 242, 260, 360

## MINOR

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### Option A:

1. Russian 200 or the equivalent.
- 2a. One course in Russian literature or Russian culture and civilization.
- 2b. One course in Russian history. One from a or b should be in the earlier, one in the later period.
3. Two other courses from the following:
  - a. Economics 376
  - b. History 253, 254, 313\*, 404\*
  - c. Music 105\*
  - d. Philosophy 261\*
  - e. Political Science 207, 253, 283, 290\*, 390\*
  - f. Religion 312\*
  - g. Russian 231, 232, 233, 234
  - h. Russian 221\*\*, 222\*\*, 223\*\*, 224\*\*, 231, 232, 233, 234\*\*, 241, 242, 260, 360

### Option B:

1. a. One course in Russian literature
- b. One course in Russian culture and civilization
- c. One course in Russian history. One from a or b or c should be in the earlier period.



2. Two other courses from the following:
  - a. Economics 376
  - b. History 253, 254, 313\*, 404\*
  - c. Music 105\*
  - d. Philosophy 261\*
  - e. Political Science 207, 253, 283, 290\*, 390\*
  - f. Religion 312\*
  - g. Russian 221\*\*, 223\*\*, 224\*\*, 241, 242, 260, 360

\* When the topic is approved by the director.

\*\* If different from "2".

## SUGGESTED FOUR YEAR PROGRAM

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Students wishing to major in Russian Area Studies should, of course, first satisfy the language requirement in Russian language (101, 104, and 116) either by taking these courses in sequence, receiving advanced placement, or testing out of the requirement. This should be accomplished as soon as practical after entering Dickinson.

Two courses in Russian history are required (History 253 and 254), both of which should ideally be completed no later than the end of the sophomore year.

For further information concerning the structure of additional courses required for the Russian Area Studies major, please see the Coordinator, Prof. Russ Bova (Political Science Department) or any of the other contributing faculty for further advice.

## TEACHER CERTIFICATION

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For information, please see the Director of Teacher Education.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students are strongly advised to avail themselves of the opportunity to participate in the Dickinson College Immersion Program in Moscow, to study Russian at an accredited American summer language institute, or to participate in summer or semester language programs at Mendelev University or the Pushkin Institute in Moscow or at St. Petersburg State University. Applications to participate in Dickinson's summer immersion are welcomed from all students who have successfully completed three semesters (or the equivalent) of Russian language study.

## COURSES

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490. **Senior Research** Guided research on a proposal developed by the student culminating in a senior thesis. The proposal is to be developed in consultation with at least two faculty drawn from different departments in the program who will supervise the writing of the thesis and serve as evaluators. *Prerequisite: major standing in the Russian Area Studies.*



# SCIENCE, TECHNOLOGY AND CULTURE

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## FACULTY

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Priscilla W. Laws, Professor of Physics (on leave Fall 1999)

John W. Luetzelshwab, Professor of Physics

T. Scott Smith, Professor of Physics and Astronomy, Director Bonisteel Planetarium

## COURSES

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**\*101, 102. Physical Science** A wide range of physical phenomena will be covered in this introductory science course. Topics will be chosen from natural phenomena such as rainbows, thunder and lightening, acid rain, radioactivity, fire, the sun, the moon, and the stars. Scientific theories will be introduced as needed, but the main emphasis of the course will be on the analytic process of science, with students developing hands-on projects throughout each semester. *Either two three-hour or three two-hour sessions per week.*

**211. Science from Antiquity to the 17th Century** The first half deals with Greek, Arabic, and Medieval Latin theories of matter, motion, and growth, including the transmission of science and science education. The latter half deals with the scientific revolution from Copernicus to Newton with attention focused on the radical restructuring of basic assumptions about nature and method.

**212. Science from Newton to Einstein** Growth of quantitative methods in physical science and experimental methods in biology and natural history in the 18th, 19th, and early 20th centuries. Particular emphasis on Enlightenment and Romantic science, Darwinian evolution and genetic theory, the new physics of relativity and quantum mechanics, and modern cosmology. Gradual separation of science from philosophy and theology.

**258. Topics in the History of Science** The nature of science as a major aspect of Western civilization. Examines science and the scientific enterprise by devoting particular attention to the following: the structuring of basic assumptions about nature and method; social, cultural, and religious dimensions of scientific change and discovery; noted developments in the physical and life sciences. Topics vary and will be announced each term. Recent topics have included: The Scientific Revolution, History of the Physical Sciences, Development of Cosmology, Science and Religion, Light in Science and Art, and Ethnoastronomy.

**260. Energy and The Environment** A lecture course on the role of conventional and alternative energy sources, nuclear energy, and nuclear weapons in modern society. Topics may include the relationship of scientific principles to an understanding of the greenhouse effect, the thinning of the ozone layer, the disposal of nuclear waste, and the technology, effects, and proliferation of nuclear weapons.

**432. Senior Colloquium** The senior colloquium in science will explore new developments in science as well as philosophical, social, and ethical dimensions of the scientific enterprise. This will be a team-taught course in which senior science majors will work with faculty members to select readings and lead discussions. *One-half course credit. Prerequisite: senior standing with a major in one of the natural or mathematical sciences.*



# SOCILOGY

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## FACULTY

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**Susan D. Rose**, Professor of Sociology

**Marvin Israel**, Associate Professor of Sociology, Chair

**Daniel Schubert**, Assistant Professor of Sociology

## MAJOR

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Nine courses are required, including 110, 240, 241, 330 or 331, one course above the 330 level, and 4 other courses, 2 of which may be taken outside of the major with the approval of the department. Students must decide on a thematic focus no later than second semester junior year, and take 3 courses in their thematic area, one of which may be outside the department. A senior thesis is strongly recommended. New thematic topics could include: Gender, Social Theory, Stratification, Race and Ethnicity, Deviance and Criminology, The Family, Media. Approved coursework to be decided by the department.

## MINOR

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Six courses, including 110, 240 or 241, and 330.

## COURSES

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**110. Social Analysis** Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.

**212. Relations Between Men and Women** Love and its aberrations, men's and women's perceptions and treatments of one another, the nature of masculinity and femininity, homosexuality, and pornography analyzed from a sociological perspective, but drawing on a wide selection of sources in sociology, psychology, philosophy, literature, and film.

**222. Family Phenomena** In both the ideal and real worlds, the family is credited with producing social leaders and blamed for creating social misfits. Social scientists, policy makers, and writers have focused on the family as a central and powerful social institution. This course explores the nature and role of families, and how families vary across cultures and over time. The course will address such topics as socialization, gender, work-family issues, and domestic violence.

**224. Political Economy of the Family** In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.

**225. Urban Life** The nature of the city and how it fosters cosmopolitanism and urbanity. Urban planning, good and bad. City lifestyles contrasted with those of the suburb and country. Includes optional field trip to New York City.

**226. Race, Class, and Gender** The course will explore how race, class, and gender, as interactive categories of experience, influence individual lives, social structures, and cultural meanings.



**228. Criminology** This course is concerned with a wide range of issues surrounding crime and punishment in society. Our main theme will be the sociology of punishment, but we will also address issues such as images, patterns, demographics, and consequences of crime in contemporary society. We will consider ways in which society impacts crime and punishment, as well as the ways in which crime and punishment impact society more generally. Our approach will be interdisciplinary, drawing on materials from sociology, philosophy, economics, history, psychology, and criminal justice.

**230. Selected Topics in Sociology** Courses which examine special topics in sociology and will include on a regular basis, Italian-American Ethnicity, and Political Economy of the Family.

**240. Qualitative Methods** This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students will design their own field projects. *Prerequisite: At least one course in sociology, anthropology, or American studies. This course is cross-listed as Anthropology 240.*

**241. Quantitative Data Analysis** This course focuses on quantitative data analysis. Students will learn how to design, code, and analyze interviews and surveys. Selected databases and statistical programs will be used to analyze current social issues and compare samples. *Prerequisite: Sociology/Anthropology 240. This course is cross-listed as Anthropology 241.*

**300. Deviant Behavior and Social Control** Critical examination, through original works by Merton, Parsons, Cohen, Cloward, Matza, McHugh, Blum, and others, of the two major contrasting approaches in American sociology to the theoretical explanation of delinquency and crime. Crime and evil will also be examined by using Plato to reflect on the Holocaust.

**310. Gender and the Media** This course is concerned with a wide range of issues surrounding gender and the media. We will consider interpretations of gender both as essence and as construction, and we will examine the role of the media in contemporary culture. Finally, we will examine the representation of genders in the media as well as representations of gender by the media. *Prerequisite: Either 110, 222 or 224; or work in Art History or Women's Studies.*

**330. Classical Sociological Theory** This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in classical sociological theory (through 1925). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

**331. Contemporary Sociological Theory** This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in contemporary sociological theory (1925-present). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

**370. Postmodernism, Culture, and Communication** This course will examine postmodernism as both an intellectual development and a cultural condition. In doing the former we will analyze the works of "postmodernists" such as Foucault, Lyotard, and Baudrillard. For the latter, issues such as the relationship between self and identity, the rise of the information society, and the development of the surveillance society will be examined. *Prerequisite: Sociology 330 or permission of instructor.*

**390. Sociology Seminar** A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: American Society; Art and Society; Fatness, Fitness, Anorexia and Exercise; Sociology of Religion; Postmodernism, Culture, and Communication. *Prerequisite: permission of the instructor.*



395. **Senior Thesis** Independent study, in consultation with a specially constituted faculty committee, of a problem area chosen by the student. The student should, in addition to pursuing his/her own interests, also seek to demonstrate how various perspectives within sociology and, where relevant, other disciplines bear on the topic chosen.



# SPANISH AND PORTUGUESE

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## FACULTY

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Barbara Brunner, Associate Professor of Spanish (on leave 1999-2000)

Alberto Rodríguez, Associate Professor of Spanish, Chair

Mark C. Aldrich, Associate Professor of Spanish (Director of Málaga Program 1998-2000)

Grace L. Jarvis, Senior Lecturer in Spanish

Liria Evangelista, Assistant Professor of Spanish (on leave 1999-2000)

Cathleen E. Anderson, Assistant Professor of Spanish and Portuguese

Lázaro Lima, Assistant Professor of Spanish and American Studies

Scott A. Link, Visiting Assistant Professor of Spanish

Viki Zavales, Instructor in Spanish

Susana P. Liso, Visiting Instructor in Spanish

Beatriz C. Quintero, Part-time Instructor in Spanish

## CONTRIBUTING FACULTY

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J. Mark Ruhl, Professor of Political Science

## SPANISH MAJOR

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Nine courses numbered 200 and above (including 241 or 261, 242, 243, 244, 245 and 382), at least eight of which must have been conducted in the Spanish language. No more than two language skill courses may be applied to the major. (i.e. 200 and 231, language tutorial in Málaga.)

**For Majors Intending Off-Campus Study and Transfer Students:** Regardless of the amount of transfer credit or off-campus study credit earned, a student majoring in Spanish must complete a minimum of five courses on campus. Of these five, at least two regular courses must be completed during the senior year. The student is responsible for scheduling coursework or independent study which will cover those masterpieces of Spanish and Spanish-American literature which have been specified by the department. A complete list of these masterpieces and the courses which cover them may be obtained from the department.

## MINOR

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Five courses numbered 200 or above, including 231 or 232, either of which may be waived by special permission of the department.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 231 or 232; 243

Second Year: 241, 242, 244, 245

Third Year: Junior Year Abroad, or 200-level courses not taken in second year. 300-level courses may also be taken in the third year with instructor's permission.

Fourth Year: 300-level courses, 382 seminar

*NOTE:* The courses for the Spanish major should be carefully planned in consultation with the student's major adviser.



## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education

## INDEPENDENT STUDY

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This is an opportunity to explore individually an area of special interest to the student within the discipline. It is normally arranged through individual contact between the student and the professor involved in the semester preceding the actual project, and approved by the Chairperson of the department.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Dickinson offers fall semester or full year programs at the University of Málaga, Spain. This program is intended to enhance and enrich the strong Spanish major the student has initiated on the Carlisle campus. Students wishing to study in Latin America may take advantage of Dickinson's program in Querétaro, Mexico. Information is available from faculty in the Spanish Department or the Office of International Education.

*NOTE:* Spanish majors going abroad should carefully plan their course schedule with the assistance of their faculty adviser.

## COURSES

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\*101, 104. **Elementary Spanish** An intensive study of the fundamentals of Spanish grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings.

116. **Intermediate Spanish** Review of Spanish syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

231, 232. **Spanish Conversation and Composition** Careful attention to grammar and style as seen in short stories and articles and in compositions written on a periodical basis by the students. Advanced practice in the oral aspects of the language based on everyday situations. *Prerequisite: 116 or the equivalent.*

241. **Aspects of Spanish Civilization** In-depth study of several aspects of Spanish civilization. Attitudes, values, and mores as manifested in their history and their artistic achievements. Oral and written reports concerning some cultural aspects. *Prerequisite: 231 or 232 or the equivalent.*

242. **Aspects of Latin American Culture** A selective study of important Latin American cultural trends and values from the pre-Columbian period to the present. Emphasis on the Latin American versions of key Western-period terms such as Renaissance, baroque, the Enlightenment, romanticism, and avant-garde approaches and on locally generated movements such as Modernismo, Arielismo, Indigenismo, etc. Some literary selections and artistic works are selectively introduced in order to illustrate the cultural trends under study. *Prerequisite: 231 or 232 or the equivalent.*

243. **Introduction to Literary Criticism in Spanish** An introduction to text analysis, methods, and Spanish terminology of literary criticism. Peninsular and Spanish American texts from different periods are used as primary references. Students are encouraged to apply the concepts learned to concrete texts. *Prerequisite: 241 or 242 or the equivalent, or 231/232.*

244. **Survey of Spanish Literature** A chronological study of Peninsular literature from the 12th to the 20th century. Trends and movements will be studied through the reading of representative authors. *Prerequisite: 243 or the equivalent.*

245. **Masterpieces of Spanish-American Literature** Reading and discussion of representative works of Spanish-American literature from the colonial period to the present, with an emphasis on the 20th century. *Prerequisite: 243 or the equivalent.*



**351. The Spanish Novel** A study of representative works by the most important novelists of Spain beginning with Cervantes and including such 19th and 20th century masters of the genre as Galdós, Baroja, and Cela. *Prerequisite: 243 or 244 or the equivalent. Offered every other year.*

**352. Medieval and Renaissance Spanish Literature** A study of the period with emphasis on major works such as *El Poema del Cid*, *El Conde Lucanor*, *La Celestina*, *Lazarillo*, Garcilaso and the Mystics. *Prerequisite: either 243 or 244 or the equivalent. Offered every other year.*

**361. The Spanish Theatre** A study of representative plays from the Golden Age to the present, with a particular emphasis on dramatic trends and influences. *Prerequisite: 243 or 244 or the equivalent. Offered every other year.*

**362. Contemporary Spanish Literature** A study of representative contemporary works. Special emphasis on the different trends and ideas as reflected in works by pre-Civil War authors. *Prerequisite: 243 or 244 or the equivalent.*

**372. 20th Century Spanish-American Fiction** Selective coverage of outstanding novels and short stories by 20th century Spanish-American writers. Analysis of some works of the 1920s and 1930s; emphasis on post-1940 fiction. Includes works by Borges, Rulfo, Cortázar, García Márquez, among others. *Prerequisite: 243 or the equivalent. Offered every other year.*

**381. Topics in Hispanic and Luso-Brazilian Studies** Study of significant cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Peninsular and Latin American topics alternate on a yearly basis. Some topics offered in past years were: Latin America as a Colonial Province, Sephardic Culture and Civilization, History and Civilization of Mexico, and History and Civilization of Brazil. Specific topics to be announced before registration. *Prerequisite: permission of the instructor. One-half or full course. (Also listed as Portuguese 381.)*

**382. Seminar in Hispanic Literature** A thorough investigation of major figures or important literary trends in Hispanic literature which were not covered by the majors in previous courses. The majors will work on a semi-independent basis with a particular instructor and will present reports to the seminar and participate in subsequent discussions. Emphasis on methods of literary research. *Prerequisite: 243, a major or minor in Spanish.*

The following courses are offered in Málaga:

**200. Málaga Summer Immersion** A five-week course in contemporary Spanish language and culture offered at the University of Málaga, Málaga, Spain. Students will reside with Spanish families, speak only Spanish during this five-week period, and participate in intensive language and culture classes, special lectures, and field trips arranged by Dickinson in cooperation with the Cursos para Extranjeros of the University of Málaga. *Prerequisite: 116 or equivalent and permission of the department.*

**251. Language Tutorial** Oral practice and written compositions on a variety of topics including the students' first-hand encounters with key aspects of Spanish society. This course functions as an intensive language laboratory on location in the city. *Offered only at the Dickinson Study Center in Málaga.*

**261. Andalusian Society and Culture** Distinctive features of the Andalusian cultural tradition and value system against the backdrop of Iberian—especially Castilian—history and culture. Study of Andalucía's Roman, Judeo-Christian, and Arabic roots with emphasis on on-site analysis of local folklore. *Offered only at the Dickinson Study Center in Málaga. Offered in the fall semester.*

**271. Spanish and Hispanoarab Art** An overview of Spanish art followed by an emphasis on the Hispanoarab art of Andalucía. *Offered only at the Dickinson Study Center in Málaga. Offered in the fall semester.*

**371. Literary Analysis of Hispanic Texts** An indepth study of texts analyzing poetry, prose, and theater of a specific period or genre; for example—generation of 1927, using critical-methodology. *Offered only at the Dickinson Study Center in Málaga.*



**381. Topics in Hispanic Studies** Study of significant cultural, literary, and historical topics concerning the Spanish-speaking world. Peninsular and Latin American topics may be offered. Specific topics to be announced. *Offered only at the Dickinson Study Center in Málaga.*

## PORTUGUESE

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Neither a major nor a minor program is offered in Portuguese. Students may take significant course work on the language, culture, and literature of the Luso-Brazilian world through regular courses, tutorial and independent studies. Any student who has studied Portuguese should contact the department for appropriate placement.

## COURSES

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**\*101, 104. Elementary Portuguese** An intensive study of the fundamentals of Portuguese grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings.

**116. Intermediate Portuguese** Review of Portuguese syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

**231. Portuguese Conversation and Composition** Advanced practice in oral and written Portuguese. In-class work focuses primarily on oral practice through presentations and class-wide discussions of these presentations, of current events, readings and films, as well as small group practice emphasizing everyday situations. Out-of-class work focuses on writing and revision of compositions with emphasis on both grammar and style. *Prerequisite: 116 or the equivalent.*

**381. Topics in Hispanic and Luso-Brazilian Studies** Study of significant cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Peninsular and Latin American topics alternate on a yearly basis. Some topics offered in past years were: Latin America as a Colonial Province, Sephardic Culture and Civilization, History and Civilization of Mexico, and History and Civilization of Brazil. Specific topics to be announced before registration. *Prerequisite: permission of the instructor. One-half or full course. (Also listed as Spanish 381.)*

In addition to the above offerings, Portuguese is offered on a tutorial basis.



# THEATRE AND DANCE

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## FACULTY

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Todd Wronski, Associate Professor of Theatre, Chair (on partial leave, 1999-2000)

Amy Ginsburg, Associate Professor of Dance

Christopher Owens, Visiting Assistant Professor of Theatre

Karen E. Lordi, Visiting Assistant Professor of Theatre

Jim Lartin-Drake, Designer and Technical Director for the Mermaid Players

Marcia Dale Weary, Artistic Director of the Central Pennsylvania Youth Ballet

Sherry Harper-McCombs, Resident Designer

## MAJOR

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All majors take a five course "core" requirement, which includes: 101, 206 or 208, 202, 203, 205. A student may choose from three options to complete the major. For Acting/Directing Emphasis: 303, 305, 313 and two approved courses in dramatic literature, one of which must be substantially pre-1800 in its content. For Dance Emphasis: 102, 104, 204 and two course credits in dance technique. For Literature Emphasis: 313 and four approved courses in dramatic literature, at least one of which must have a pre-1800 focus. Students majoring in the department are expected to participate in co-curricular programs.

## MINOR

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Six courses, including 206 or 208, 202 and two from the following courses: 101, 102, 104, 313. Also one approved course in dramatic literature and one approved course in studio performance.

## TEACHER CERTIFICATION

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Students intending to be certified for secondary school teaching should enroll in 101, either 206 or 208, 203, 205. For additional information, see the Director of Teacher Education in the Department of Education.

## CO-CURRICULAR PROGRAMS

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### THE MERMAID PLAYERS

Student co-curricular organization in theatre which produces three major productions annually in collaboration with the Department of Theatre and Dance. Membership and voting privileges are open to all students who meet established membership criteria. Auditions for productions are open to all students.

### DANCE THEATRE GROUP

Student co-curricular organization in dance which produces fall and spring concerts of student choreography in collaboration with the Department of Theatre and Dance. Membership and voting privileges are open to all students who meet established membership criteria. Auditions for dance concerts are open to all students.

### THE FRESHMAN PLAYS

A program of one-act plays presented each fall by student directors with freshman students in the casts.

### LAB SHOWS

A laboratory program sponsored by the Mermaid Players to encourage and provide for a series of experimental productions.



COURSES

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**101. Introduction to Theatre** A course designed to encourage an understanding and appreciation of theatre as an art form. Aesthetic foundations of theatre are explored, as well as the role of various theatre practitioners in the creation of today's theatre. The course surveys the evolution of theatre through major time periods, exposing students in the process to various types of dramatic literature and theatrical practice.

**102. Dance and Culture** Designed for students with little or no previous knowledge about dance, this course examines both theatrical and non-theatrical forms of dance in historical and cultural contexts. Through readings, discussion, lectures, studio experiences, and viewing live and videotaped performances, the course focuses on the conceptual components of dance while tracing the development of concert dance and exploring various styles and purposes of dance in society.

**103. Theatre History** An historical survey of theatre practice, primarily focused on the origins and evolution of Western theatre. Theatre's "great eras" are examined in detail, with particular attention placed on the relationship between culture and theatrical expression.

**104. Dance History** An in-depth historical exploration of ballet, modern dance, and theatrical dancing in Europe and America. The course examines the cultural forces affecting the development of these forms, their origins in Greece and Roman spectacle, and the contributions of the major figures (choreographers, teachers, etc.) in the field.

**108, 109. Introduction to Ballet** Instruction in classical ballet technique along with a study of ballet as a performing art. *One-half course each semester.*

**111, 112; 211, 212; 311, 312; 411, 412. Ballet Instruction I, II, III, IV** Open to students with previous experience in ballet who wish to continue ballet instruction at one of four levels: I. the basic level; II. the intermediate level, open to students who demonstrate a basic technique; III. the advanced level, open to students who demonstrate substantial technical skill; IV. the performance level, open to students competent to perform ballet. One-half or one course may be taken each semester. Placement by audition at the Central Pennsylvania Youth Ballet, where all classes are held. *Each course may be repeated for credit with permission of the instructor. These courses do not fulfill distribution requirements.*

**121, 122; 221, 222; 321, 322. Modern Dance I, II, and III** Studio courses in modern dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will explore the principles of modern dance, emphasizing body awareness and the expressive use of weight, space, and time. Materials will be selected from a variety of contemporary dance techniques to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. *Each course may be repeated for credit with permission of the instructor. All are one-half courses.*

**123, 124; 223, 224; 323, 324. Jazz Dance I, II, and III** Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. *Each course may be repeated for credit with permission of the instructor. All are one-half courses.*

**125. International Dance** This course will introduce the movement vocabulary and performance techniques of dance form(s) from different cultures. In this studio-based course, students will develop their skills as performers of specific styles/forms of dance from around the world. The historical and cultural significance of the dance form(s) will also be addressed.

**200. Fundamentals of Dance** An introduction to the predominant western theatrical dance forms of ballet, modern, and jazz dance, this course emphasizes development and practice of the movement skills and



basic dance vocabulary that characterize these dance forms. This studio based course explores aesthetic frameworks through direct, personal engagement in both doing dance and viewing dance. Selected readings, viewing of live and videotaped performances, and occasional lectures concerning the historical and cultural contexts in which these forms have developed, will augment the studio work.

**203. Acting** An introduction to the principles and theories of acting combined with practical exercises and scene performance.

**204. Fundamentals of Choreography** Direct studio experience with the tools of generating and shaping movement to create dances—improvisation and the fundamentals of composition—will be augmented by analysis of dances seen on videotape and in live performance. The course explores the use of space, time, and energy in the creation and manipulation of movement material for artistic expression, and examines the aesthetic dimensions of the art of dance. *Prerequisite: permission of the instructor; one studio course in dance is recommended.*

**205. Directing** A study of the major techniques employed by stage directors. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises including the direction of scenes. *Prerequisite: 203.*

**206. Topics in Design for the Theatre** A studio course exploring the elements and principles of design and their application to areas selected from costume, lighting, scenic, and sound design for the theatre. Projects will focus on script analysis and research as a means of developing conceptual visions based on a text. Basic skills in drawing, painting, drafting, and model making will be developed as visual communication tools. *Offered fall semester only.*

**208. Topics in Technology for the Theatre** A course of study in the theoretical basis and practical applications of the major technologies that support contemporary theatrical and dance productions. Projects focus on design analysis in terms of physical production. In class, students explore the properties of theatrical tools, methods, and materials. The laboratory experience places this knowledge in the practical context of actual theatre and dance production. Topics will be selected from the following: costume shop operations, scenery and stage properties construction, stage lighting, and sound production technology. *Offered spring semester only.*

**220. Dance Repertory** A laboratory experience in the creation and performance of dance for the concert stage. Under the guidance of faculty or guest professional choreographers, students will explore the interpretive processes by which dances are created. *NOTE: This course will carry .5 credit and will be graded credit/no credit; or it may be taken for one PE block. Prerequisite: permission of the instructor based on an open audition process. Co-requisite: 200 and/or participation in weekly Dance Theatre Group company class*

**302. Special Topics in Theatre and Dance** An examination of selected aspects of theatrical experiment, theory, and practice. Topics chosen at the discretion of the instructor and in consultation with students, e.g., advanced study in various aspects of production, design, performance, and staging as well as special topics in dramatic literature, history, and theory.

**303. Advanced Acting** An in-depth examination of the process of acting. Technical, interpretive, and psychological aspects are explored through reading, exercises, and scene performances. Major theories of acting are presented and discussed in the context of developing a workable, individualized approach to acting. *Prerequisite: 202, 203.*

**304. Applied Choreography** This course will focus on the principles of choreography as they may be applied to the development of original dance works for inclusion in the fully produced, mainstage Dance Theatre Group Spring Concert. Through weekly workshop/discussion sessions, readings, and rehearsals, selected elements of dance composition as well as issues of aesthetic perception and articulation are explored. The processes involved in generating movement material, running constructive and creative rehearsals, and working with lighting and costume designers, are our primary concerns. The coursework will include an audition showings, production of the dances, and the final performance. *One-half course. Prerequisite: Permission of the instructor; 200, 204, 220 are recommended*



**305. Advanced Directing** An inquiry into the process of translating a play from the printed text to the live stage. Detailed analytical techniques and major directorial theories are examined through readings, class discussion, and written assignments. Each student directs a one-act production under advisement of the instructor. *Prerequisite: 205 and 206 or 208.*

**313. Theatre History Seminar** An intensive investigation of theatre in its various historical contexts within a seminar structure. Selected eras of Western Theatre are examined in depth, as are various non-western theatrical traditions. *Prerequisites: 101 or permission of instructor.*

**314 Topics in Dance** Advanced study in dance history or dance ethnology. *Prerequisite: 102, 104.*

The following course is offered in summer semester in England program:

**110. Theatre in England** A topics course in the history and performance of drama which uses performances in and expertise of the theatrical world in London as resources for its study. Taught only in the Summer Semester in England program.



# WOMEN'S STUDIES

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## FACULTY

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Amy E. Farrell, Associate Professor of American Studies (Teaching in Norwich, England 1999-2000)

## CONTRIBUTING FACULTY

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Chuck Barone, Professor of Economics  
 William Bellinger, Associate Professor of Economics  
 Linda Chalk, Assistant Director of Counseling Services  
 Mara Donaldson, Associate Professor of Religion  
 Betsy Emerick, Dean of Educational Services  
 Liria Evangelista, Assistant Professor of Spanish (on leave 1999-2000)  
 Susan M. Feldman, Professor of Philosophy  
 Amy Ginsburg, Associate Professor of Dance  
 Ann M. Hill, Associate Professor of Anthropology  
 Ellen Ingmanson, Assistant Professor of Anthropology  
 Carol Ann Johnston, Associate Professor of English  
 Stephanie Larson, Associate Professor of Political Science, Coordinator  
 Lisa Lieberman, Associate Professor of History  
 K. Wendy Moffat, Associate Professor of English  
 Sharon O'Brien, James Hope Caldwell Professor Of American Cultures and Professor of English and American Studies  
 Gisela Roethke, Associate Professor of German (on leave 1999-2000)  
 Kim Lacy Rogers, Professor of History (on leave 1999-2000)  
 Susan D. Rose, Professor of Sociology  
 Daniel Schubert, Assistant Professor of Sociology  
 Sharon Stockton, Associate Professor of English  
 Rae Yang, Associate Professor of East Asian Studies  
 Judy Yorio, Physical Educator, Senior Women's Administrator

## CERTIFICATION

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Interested students should consult the coordinator of Women's Studies as soon as they know they want to pursue a certificate to design a coherent program. Students must file a Declaration of Certificate Form with the Registrar's Office.

## SUGGESTED FOUR YEAR PROGRAM

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First and Second Years: Women's Studies 200; a course on feminism; Women's Studies elective

Third Year: a cross-cultural course on women; two Women's Studies electives

Fourth Year: Women's Studies 400; internship; senior essay

*NOTE:* Students should plan carefully their courses with the Women's Studies Coordinator to ensure successful completion of the Certificate.



## INTERNSHIPS

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All certificate students will participate in a faculty-sponsored internship related to the student's women's studies' interests. The academic adviser for the internship will be one of the contributing Women's Studies faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

## COURSES

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**101. Topics in Women's Studies** This course will focus on specific topics within women's studies in the humanities, such as women and literature; women and the arts; women's voices across culture. *This course will fulfill either a Division I.a. or a Division I.b. distribution requirement, depending upon topic.*

**102. Topics in Women's Studies** This course will focus on specific topics within women's studies in the social sciences, such as girlhood and adolescence, women and popular culture; coming of age from cross-cultural perspectives; women and diversity; women and work. *This course will fulfill the Division II distribution requirement.*

**200. Introduction to Women's Studies** This is an interdisciplinary course, integrating literature, economics, sociology, psychology, and history. The focus will be primarily on the representation and experience of women in American society in the 19th and 20th centuries, with attention to issues like gender roles, the family, work, sexuality, race, class, and feminism. *This course will fulfill the Division II distribution requirement. Prerequisite: one semester of college study, with preference given to sophomores.*

**210. Philosophy of Feminism** *See course description with Philosophy 210 listing.*

**217. Cross-Cultural Perspectives on Gender** *See course description with Anthropology 217 listing. Offered every other year.*

**218. Bio-Social Aspects of Female Sexuality** *See course description with Anthropology 218 listing. Offered every other year.*

**220. History of American Feminism** This course will emphasize such topics as the 19th century women's movement, the suffrage movement, radical and liberal feminism, and African-American feminism. We will pay particular attention to the diversity of women's experiences in the United States and to women's multiple and often conflicting responses to patriarchy and other forms of oppression. *Prerequisite: One course in Women's Studies or history or permission of the instructor.*

**300. Topics in Women's Studies** This course will focus on specialized topics within Women's Studies, such as women and creativity; women and film; health issues for women; global feminism; and feminist theories. *Prerequisite: Women's Studies 200 or permission of instructor.*

**400. Senior Seminar in Women's Studies** All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature. *Normally limited to certificate students or by permission of the instructor.*



## SPECIAL APPROACHES TO STUDY

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- Tutorial Study
- Independent Study and Research
- Candidacy for Departmental Honors
- Integrated Independent Study/Research
- Foreign Language Integration Option
- Special Majors

Independent research and study, internships, special majors, and tutorial study encourage Dickinson students to pursue individual academic interests and allow students with the requisite ability and motivation to undertake more self-directed programs of study under faculty guidance.

### TUTORIAL STUDY, INDEPENDENT STUDY AND RESEARCH

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The following options describe programs of tutorial study, independent study, and research possible in any academic area in which faculty have training and in which the student has the approval of the appropriate department or coordinating faculty committee. These general guidelines may vary among individual programs.

**Tutorial Study** Tutorial study is occasionally approved for students who, by agreement with the instructor, need to take a course listed in the bulletin on a one-to-one or limited enrollment basis. Such a need might be justified in the case of a course which is offered only on an alternate year basis or at some other frequency which would not allow for the completion of the student's program. Approved tutorial studies are registered for during the normal add/drop period in the Registrar's Office.

**Independent Study and Research for Freshmen** Freshmen who, on the basis of advanced placement, have qualified for credit in an introductory course (except foreign language courses below 230 and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially-directed course or half-course in independent study within the same body of knowledge.

A freshman who wishes to take a second independent study, or a course of independent study or research on terms available to sophomores, juniors, and seniors, must petition the Committee on Academic Standards, with supporting statements from the academic adviser and proposed supervisory instructor.

**Independent Study for Sophomores, Juniors, and Seniors** Independent studies allow a student to pursue an academic interest outside the listed course offerings. The study may include experimental work and reading and may culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student. The work may be supervised by one instructor or several instructors from one department or several departments. Such interdepartmental studies must be approved beforehand by the Committee on Academic Standards. Sophomores may undertake one study or one independent research course and may, with the support of the student's academic adviser, petition the Committee on Academic Standards for permission to take two independent studies or independent research courses in one semester. Juniors and seniors may undertake two such courses without special approval and may petition the Committee on Academic Standards for additional independent study or research courses. In addition, the student must have a cumulative average of 2.00 or the permission of the Committee on Academic Standards.

**Independent Research for Sophomores, Juniors and Seniors** Independent research, like independent study, allows a student to pursue an academic interest beyond the listed course offerings, but this pursuit must culminate in an original contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort. Although supervised by faculty from one department or several departments, the work is to be largely self-initiated and self-directed—an introduction into research and



practice in presenting the results of an investigation. Conclusions must be presented for evaluation no later than one (1) month prior to the student's graduation. The program may be elected (maximum credit: four full courses per semester) for the junior year, the senior year, or both. Sophomores may undertake one independent research course per semester unless permission is granted by the Committee on Academic Standards to take two such course credits on the basis of a petition supported by the student's academic adviser. In order to register for the program, special permission is required from the Committee on Academic Standards for students with less than a 3.00 average in the department or departments supervising the independent research. Programs of independent research involving more than two such courses per semester must be approved by the Committee on Academic Standards. Interdepartmental research must be supervised jointly by the respective faculty members and must also be approved by the Committee on Academic Standards.

**Candidacy for Departmental Honors** Students participating in the independent research program described above shall be eligible to be voted departmental honors on the completion of the program. In assessing each candidate, the departments may conduct comprehensive examinations or may invite outside examiners. If, in the judgment of the department, a candidate meets the standards for graduation with honors, the project shall be so designated.

**Departmental Honors** Departmental honors are conferred at graduation upon students who meet the departmental standards for graduation with honors. Honors are achieved through independent research and study in the department.

**Integrated Independent Study and/or Independent Research for Juniors and Seniors** This provision allows a student, with the guidance of his or her major department and any supporting departments, to plan an entire program either for the last two years of study or for the senior year. The program, which must be approved by the Committee on Academic Standards, may combine independent study, independent research, and course participation. Work under the program normally proceeds without grade, but, upon the student's completing the plan, the supervising department will prepare a precise description of the work accomplished and an evaluation of its quality which will become part of the student's permanent record.

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## FOREIGN LANGUAGE INTEGRATION OPTION

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A number of courses are designated each semester as carrying the foreign language integration option. These are courses in which students who wish to try their language skills in courses outside the language departments can choose to do some work in the designated foreign language. The amount and type of language work involved (readings from articles, newspapers or books and/or some paper writing) is determined by the professor in conjunction with the student. Foreign language work is tailored to meet the needs and language level of the individual student. Typically, work in a foreign language is substituted for English language materials, so as not to constitute an added responsibility. Successful completion of the foreign language integration option is noted on a student's transcript, thus certifying the student has had extra training in the language. This option is entirely voluntary. Students who register for courses with this option are not required to do work in a foreign language and may take the courses on the regular basis. Evaluation of the foreign language integration work does not affect the student's grade in the course.

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## SPECIAL MAJORS

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**Tutorial Departmental Major** Some departments may approve superior students as tutorial majors. Such a program differs from independent studies and research in several ways. For one, the student is guided in a program in the component areas of an entire discipline for approximately two years. That program's balance is ensured by prior departmental approval. Secondly, the student is free to take regular courses in the student's major discipline with the approval of the tutor. Normally the student will receive a letter grade for a 600 series course, but the Pass/Fail option is also available under the same restrictions as in standard



courses.

The student meets on a regular basis with a tutor to discuss essays and readings dealing with particular problems posed by the tutor. Finally, the student sits for a comprehensive examination, both written and oral, administered by a committee composed of the department and one person outside the department. Normally, at least one-quarter of the student's final semester is given over to preparation for these examinations. One reexamination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with departmental honors. Approved students may register for up to four courses per semester under the tutorial rubric.

**The Self-Developed Interdisciplinary Major** The Dickinson College faculty represents in its members a diverse set of interests and perspectives that provides a considerable resource for those students who would like to develop a major around concerns that do not fall into traditional disciplinary areas. The option of a self-developed major is available to students who desire a somewhat different field of concentration which, although a recognized field of learning and relevant to the liberal arts, is not substantially addressed by any one department. Recent self-developed majors have included sustainable resource management, medieval studies, Latin American cultural and literary studies, and black studies.

Because of the special significance of ethnic studies and minority studies to students and faculty alike, students are encouraged to consider these areas for the development of self-developed majors (e.g., Afro-American studies, Hispanic studies). The knowledge gained from being educated about and in the midst of the diversity of ethnic and minority groups in the world can only broaden the perspective of all those involved in the process.

A student contemplating a self-developed major should prepare a proposal which includes those courses relevant to the topic and seek the written endorsement of four faculty members for the proposed major which consists of ten or more courses. The supporting faculty secure the advice of chairmen of those departments in which the student contemplates course work for concentration.

The student must present this validated proposal to the Committee on Academic Standards for approval. The student in this program works closely with an appointed adviser. Changes desired in this program are submitted with the approval of the adviser in written form to the subcommittee for final approval. Under ordinary circumstances, a student accepted in a self-developed major may not apply any of the approved courses toward the completion of a departmental major or minor.

Upon the completion of every semester, each student involved in the self-developed major submits to the subcommittee (with a copy to the adviser) an evaluation statement of progress and commitment to the major as a whole, experience in individual courses, and work with the adviser. The adviser submits to the subcommittee, and to the student, an evaluation describing the student's progress, achievement, and commitment.

At the conclusion of the student's work, the transcript describes the major as follows: Self-Developed Major: (Title).



# STUDY ABROAD

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## INTERNATIONAL EDUCATION

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In an era characterized by increasing worldwide interdependence, the College recognizes its responsibility to maximize global perspectives in its educational programs so that students may gain the international understanding necessary to be informed citizens and world leaders. On-campus, many courses have an international focus. In addition, global perspectives and intercultural sensitivities are stressed in the comparative civilizations program, the program in foreign languages with its required level of proficiency and emphases on literature and culture, double majors that combine language skills with study in other disciplines, and interdisciplinary area study programs in Western Europe, East Asia, Latin America, and Russia.

The College also encourages its students to investigate the appropriateness of study abroad to their educational objectives. When carefully planned in advance and integrated with a student's on-campus academic program, study abroad can be an integral part of the liberal arts experience, providing cultural enrichment, personal development, and intellectual challenge. Each year, at least half of all graduating Dickinson seniors have studied off campus; between 40 and 50 percent of all graduates have studied abroad.

The study abroad option is coordinated through the Office of International Education. Approval for participation in both Dickinson and non-Dickinson study programs is granted only after careful screening and selection processes. Successful applicants must demonstrate strong academic preparation, one common measure of which is a GPA at or above the college average, and the ability to articulate clearly-formulated goals for their chosen program of study off campus.

The College sponsors ten high-quality overseas programs for study during an academic year or a semester, as well as in the summer. These Dickinson programs maintain the College's academic standards while integrating study abroad with many of the major programs in the humanities, social sciences, and natural and mathematical sciences. A limited number of additional study-abroad possibilities is available for highly-qualified students through programs with which the College is affiliated. To learn more about all these offerings, consult the College's *International Education* booklet as well as brochures describing each Dickinson program, available in the Office of International Education located in Cook International House. Financial aid for Dickinson students is available for all Dickinson-sponsored programs, as well as full and partial aid for some Dickinson-affiliated programs.

## DICKINSON-SPONSORED PROGRAMS

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**The Dickinson Program in Beijing**, located at Peking University of China in Beijing, provides an academic year or a fall semester of intensive study of Chinese language (Mandarin) at all levels. Chinese culture is explored through individualized independent study on topics of interest in contemporary China, as well as through optional courses such as calligraphy and Chinese painting. Limited opportunities for internships are available. Students live in an international students' dormitory on campus in northwest Beijing near other universities, markets, and well-known historic sites. Two years of college Mandarin is required for admission.

**The K. Robert Nilsson Center for European Studies in Bologna** offers courses in European history and politics, international studies, history of European political and social thought, international economics, Italian art, and Italian language. A unique offering is the Bologna Practicum. (See Interdisciplinary Studies in the Courses of Study section.) Courses are taught in English by the Dickinson director, by faculty from Italian universities and by the faculty from the Johns Hopkins School of Advanced International Studies. No particular major is a prerequisite. All participants will be required to take a month-long, intensive Italian language course prior to the beginning of the fall semester.



**The Dickinson Program in Bremen**, open to students from all areas of the liberal arts who have a good mastery of the German language, is an academic year or spring semester program at the University of Bremen in Germany. Students enroll in one required Dickinson course, *Comparative Cultures: U.S.A.-Germany*, taught by the resident director and take the rest of their courses at the University of Bremen. All course work is conducted in German. Limited opportunities for internships are available. Participants are fully integrated into university life at Bremen and have use of all university facilities.

**The Dickinson Semester/Year Program in Málaga** attracts students interested in all areas of the liberal arts who have a good mastery of Spanish, normally indicated by the completion of a course in Spanish conversation and composition. Spanish 243, *Introduction to Literary Criticism in Spanish*, is also required. The curriculum includes courses taught by the Dickinson director, courses organized and taught by faculty from the University of Málaga specially for the Dickinson program (see specific course offerings listed under the Spanish department), and regular courses at the Facultad del Filosofía y Letras of the University of Málaga. All course work is in Spanish. Students live and take all meals in local Spanish residences. Students may apply for either year-long or fall-semester study in Málaga.

**The Dickinson Student Exchange Program In Moscow** facilitates each year an exchange of students for either a semester or an academic year between Dickinson College and Mendelev University in Moscow. Dickinson students from all academic majors who have strong preparation in Russian concentrate on courses in advanced Russian language and culture at Mendelev University in the center of Moscow. They have access to all facilities of the University. Housing is with Russian families located throughout Moscow. Opportunities for travel, including field trips and excursions to important cultural, historic, and educational sites in and outside of Moscow, are an important aspect of the program. Participants pay the on-campus Dickinson fee and thus participate at the same cost as if they remained in Carlisle.

**The Dickinson Program in Nagoya** is offered in cooperation with the Center for Japanese Studies at Nanzan University in Nagoya, Japan. Participants enroll for a semester or the full year in the Center's Japanese language courses and in courses on Japanese culture and civilization taught in English in a variety of disciplines, including history, literature, economics, political science, international studies, and fine arts. Participants are normally housed with Japanese families.

**The Dickinson Program In Norwich, England** in cooperation with the University of East Anglia, Norwich, England, offers a full academic year abroad from late August to late June for students desiring to pursue disciplinary and interdisciplinary studies in the humanities and the social sciences. Using the exceptional resources of the cities of London and Norwich, the program begins in London with an intensive one-month seminar in the humanities taught by the resident director. Moving to Norwich in late September, students continue their special study of the humanities through a second seminar-style course and take the remainder of their course work at the University of East Anglia where they enroll in a wide variety of courses in areas such as literature, drama, history of art, history, music, archaeology, philosophy, American studies, economics, and politics. In Norwich, students live in university residence halls in order to integrate themselves fully into British university life.

**The Dickinson Science Program in Norwich, England** encourages qualified Dickinson science students in biology, chemistry, environmental science, geology, mathematics, and computer science to spend the academic year or spring semester at one of the University of East Anglia's well-known Science Schools. Participants gain invaluable academic experience and insight from high quality teaching utilizing the latest technology and scientific equipment in well-equipped laboratories. Cross-registration in non-science courses is also possible. Students live in single rooms in residential accommodations on the main campus and are fully integrated into the social and intellectual life of the university. Internships are possible during the year-long program.

**The Dickinson Program in Querétaro, Mexico** is a spring semester option available to students from all areas of the liberal arts who have completed at least two Spanish courses beyond the intermediate level (including Spanish 242, *Aspects of Latin American Culture*). Students enroll in one required Dickinson course, *Latin American Studies 202*, taught by the resident director, and take classes in a variety of disci-



plines (such as literature, sociology, biology, anthropology, and business) at the Universidad Autónoma de Querétaro. In addition, there are opportunities for field experiences with local industries. All course work is conducted in Spanish. Participants are fully integrated into Mexican university life and have use of all university facilities. Students live and take their meals with local families. Opportunities for travel, including official excursions to important neighboring cities and archaeological sites, are an important aspect of the program.

**The Dickinson Study Center in Toulouse** draws students from all areas of the liberal arts who have a good mastery of the French language and have completed French 233 (Introduction to French Literature), or its equivalent. The program offers integrated study in French language, literature and society, intercultural communication, and fine arts. (See specific course offerings listed under the French department offerings.) In addition, students may enroll directly in courses offered at the University of Toulouse in subjects in the humanities, social sciences, and mathematics. Internships in both the public and private sectors in the Toulouse area also are available. All course work is conducted in French. Participants are housed with French families in the Toulouse area. Students apply for the academic year, or, in exceptional cases, for the spring semester only.

**The Dickinson Exchange Program In Yaoundé** gives Dickinson students the opportunity to spend the spring semester (early January to mid-May) studying at the University of Yaoundé I in Cameroon, choosing from a wide variety of courses in African culture and history, as well as traditional offerings across several academic disciplines, taught in English. Individualized tutorials supplement classroom lectures. Students with sufficient command of French may also take Francophone course work. Students live in apartments leased by the program. Yaoundé, the political capital of Cameroon, provides unlimited opportunities for cultural integration.

**Language Immersion Programs** With support from the National Endowment for the Humanities, Dickinson College initiated in 1984 a series of summer language immersion programs that are offered at the following locations: Bologna, Italy; Bremen, Germany; Málaga, Spain; Moscow, Russia; Toulouse, France; and Francophone Cameroon. Directed by faculty members from the College's modern language departments, each program is designed to encourage students who have completed the 116 intermediate level to refine their required foreign language study by spending a month in a country in which that language is spoken. In addition to increasing their oral proficiency through sustained use of the foreign language both in and out of the classroom, students receive a first-hand introduction to the country's culture through formal instruction and actual day-to-day experience.

**Classics Immersion Programs** Students of Latin and Greek, and other students especially interested in classical antiquity, have the opportunity to choose from two immersion programs offered by the Classics Department on a two-year cycle. The program based in Rome and the Bay of Naples area focuses on the reconstruction of daily life during the Greek and Roman periods. The program based on the mainland of Greece and the island of Crete likewise aims to reconstruct a picture of life during the various historical periods of classical Greek civilization. Both programs relate classical texts to the surviving monuments of the ancient cultures and to objects of daily use found in museum collections.

**The Marine Studies Program** The Marine Studies Program is an interdisciplinary one-year experience which encompasses all aspects of learning for the liberally educated scientist. The curriculum includes traditional classroom lectures, intensive field study, and independent research. In addition, the program offers the opportunity for science students to observe and examine intensely a part of nature from four points of view (biological, chemical, geological, and physical) to understand better the interactions, the processes, and patterns in a distinct natural system.

Offered biannually to junior and senior science majors by the biology, geology, and environmental science departments, the program consists of three parts. The first is an oceanography survey course taken on campus in the fall semester. The second consists of a two-week field course to study the environments and organisms of the carbonate environments of San Salvador Island, Bahamas, during the January semester break (see course description with the Geology 304 listing). The final part is a spring semester indepen-



dent project of the student's choice, begun during the field study experience.

## DICKINSON SUMMER ABROAD PROGRAMS

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Dickinson regularly conducts three foreign study programs during the summer term, two in Great Britain, and one in Cameroon. Financial assistance is available.

**Fieldwork in Classical Archaeology** Under the direction of the classical studies department at Dickinson, students participate in an archaeological excavation at a selected location of the ancient Greek and Roman worlds. During the four- to six-week program, the dig provides training in the techniques of field archaeology. The 1995 site was Melsonby, N. Yorkshire, England. This excavation seeks to put into historical context a hoard of Celtic artwork and weaponry discovered in 1843 and to determine the site's relationship to the Iron Age fortification at Stanwick, just to the North.

**The Summer Session in England** program offers an integrated perspective for a study of visual and verbal methods of observation. London's accessibility, as well as its historical texture and artistic tradition, makes the city an ideal textbook for study. A two-credit interdisciplinary course, "London: Ways of Seeing," utilizes London's vast resources in theatre, literature, art, architecture, and history to reinforce individual reading and research.

**The Field School in Cultural Anthropology** trains the student in ethnographic technique and analysis and provides the opportunity to experience actual field research in a supervised situation. Located in the town of Bamenda, northwest province, in the anglophone region of Cameroon for 1997, this six-week experience teaches students to apply field methods, mostly qualitative, to the analysis of cultural, social, economic, and environmental systems.

## DICKINSON-AFFILIATED PROGRAMS

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**The Institute of European/Asian Studies** offers study programs for juniors and seniors at thirteen various European university centers (Berlin, Dijon, Durham (2), Freiburg (2), London, Madrid, Milan, Moscow, Nantes, Paris, Salamanca, Vienna). In addition to the European programs, the Institute offers four Asian programs: Beijing, Nagoya (2), Tokyo, and one study program in South America at La Plata, Argentina. The Institute also offers two fully integrated programs at university centers (Adelaide and Canberra) in Australia. Each program offers unique perspectives and opportunities utilizing the particular academic and cultural resources of its location. Each center provides not only academic programs but also a full range of support services: housing, registration, academic advising, personal counseling, medical care, student activities, academic records, and the like. At each location, the Institute also provides orientation programs including intensive language study where appropriate. Students are recommended for admission to programs by the College. Limited financial assistance is available.

**The Intercollegiate Center for Classical Studies in Rome** Majors in Latin or Greek, or other students especially interested in classical antiquity, can spend one or two semesters at the Intercollegiate Center for Classical Studies in Rome. Classes in Roman archaeology/history, art history, Italian, Latin language and literature, and Greek language allow the student to develop a full program of study. Field trips to the Etruscan north and the Naples area are part of every semester's work. The Dickinson classics department manages the Christopher Lee Roberts Scholarship which may be used for a semester at the center.

**The Environmental Studies Program in Costa Rica** A cooperative semester program in Sustainable Development sponsored by a consortium of academic environmental studies programs, in cooperation with The School for Field Studies, this program provides opportunities for first-hand study of the challenges posed by the search for sustainable development strategies under conditions of limited resources. Course work is at the intermediate level and includes independent study and field experience with a direct service component. The program is open to students from all majors and is offered both fall and spring semester. Financial aid is available.



**Marine Studies Education Consortium** Dickinson is a member of the Marine Studies Education Consortium which offers a full service program of studies in marine biology and environmental science. The program is operated by the Duke University Marine Laboratory; study time is spent partly on the campus of Duke University and partly at the Bermuda Biological Station. Courses run the broad range from introductory marine biology and biological oceanography to more specific ecological and organismal courses to those on marine policy and pollution. Coursework focuses on both coastal and deep ocean topics. The laboratories at Duke and on Bermuda are first-rate facilities staffed by outstanding scientists and teachers and a cadre of stimulating graduate assistants.

**School for Field Studies** The School for Field Studies offers study and fieldwork in conservation biology and related subject areas. Full-semester programs are located at permanent Centers for Rainforest Studies in Australia, Wildlife Management Studies in Kenya, Marine Resource Studies in the Caribbean, Coastal Studies in Pacific Northwest Canada, and Island Studies in Palau. Students live and work at the site, attend classes taught by regular academic staff, and participate in cooperative and independent field research. In addition, summer and January term courses are offered at the four permanent centers and at additional sites throughout the world. Some financial aid is available.

**South India Term Abroad** Madurai, an ancient and colorful Hindu temple city in the south Indian state of Tamil Nadu, is the site for the fall semester South India Term Abroad program. Students live with Indian families and take classes (in English, except for a course in the Tamil language) with Indian faculty in subjects such as Indian history, art, literature, religion, and language. In addition, they complete an independent study designed with, and under the supervision of, the faculty director of the program. Students also take field trips to neighboring villages, temples, and cultural performances, as well as to other areas of south India. Financial aid is available.

**Other Study-Abroad Programs** As an option, students may be able to enroll directly in a foreign university, in specialized courses and institutes for foreigners at leading universities abroad, in internships overseas, or in American college-sponsored programs designed to meet the needs of American students who wish to pursue their educational interests in another part of the world. During the past five years, Dickinson students have studied for an academic year, a semester, or a summer in:

Argentina	Germany	Palau
Australia	Ghana	People's Republic of China
Austria	Greece	Poland
Belarus	India	Russia
Bolivia	Ireland	Scotland
Brazil	Israel	South Africa
Canada	Jamaica	Spain
Chile	Japan	Sweden
Costa Rica	Kazakhstan	Switzerland
Cuba	Kenya	Thailand
Dominican Republic	Madagascar	Virgin Islands
Ecuador	Mexico	Wales
England	Nepal	Western Samoa
France	New Zealand	

The Office of International Education has more information on programs and procedures.



# STUDY IN OTHER INSTITUTIONS IN THE UNITED STATES

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An academic year, semester, summer, or January term of study at a specialized program or other college or university in the United States may be appropriate for some students with strong academic preparation and clearly-formulated educational goals. Like study abroad, this form of study off campus must be carefully planned and integrated with the student's on-campus academic program. Several institutions offer specialized learning opportunities and environments unavailable at Dickinson, utilizing unique resources that cannot be duplicated within the traditional on-campus classroom setting. Examples are programs that focus on topics and areas such as marine biology, Appalachia, the United Nations, urban studies, or American maritime studies.

Dickinson students have also taken advantage of guest student programs at major colleges and universities which permit students to enroll for a semester or the academic year in regular curricular offerings of the institution which are unavailable on the Dickinson campus. Dickinson students have recently studied elsewhere in the following academic areas: architecture, African-American studies, East-West comparative cultures, journalism, public communications, urban studies, archaeology, business, drama, ecology, studio art, and law.

The following pages present learning off campus opportunities in the United States with which Dickinson is formally associated. Information on these and other specialized programs of study is available in the Office of International Education, located in the Cook International House.

**The Appalachian Semester Program** The Appalachian Program is a fall semester experience located in the heart of Appalachia at Union College, Barbourville, Kentucky. Open to juniors and seniors of all majors interested in studying the Appalachian region, its strengths, problems, and challenges, the program is strongly interdisciplinary in nature and includes three courses plus credit for field work in a variety of disciplines. The Appalachian Semester Program is particularly recommended for undergraduates who plan to enter a service-oriented occupation.

**South Asian Studies** By informal arrangement with the University of Pennsylvania, well-qualified, highly motivated Dickinson students may elect to spend a summer, a semester, or a full academic year (normally the senior year) studying in the Department of South Asian Studies at the University of Pennsylvania. Such election shall be contingent upon recommendation by the student's major department at Dickinson, approval of the director of international education, and acceptance by the department at the University of Pennsylvania. Seniors completing the requirements for the Bachelor of Arts degree at Dickinson who are in residence at the University of Pennsylvania during the entire senior year are exempt from the Dickinson senior residence requirements.

**Joint Baccalaureate and Law Degree Program** Students attending Dickinson enjoy the opportunity of earning both a baccalaureate degree and a law degree through a joint Dickinson College/Dickinson School of Law program. This arrangement is known as a 3-3 program because it requires students to study 3 years at Dickinson College followed by 3 years at the Dickinson School of Law, the law school of the Pennsylvania State University located next to the College. To qualify for this program, Dickinson students, after 3 years at the College, need to have completed all College degree requirements (save for the final year's electives), attained at least a 3.5 cumulative grade point average, and achieved a predetermined score on the Law School Admission Test. Students who have been accepted into the program are jointly matriculated at the Law School and the College; they enroll in classes at the Law School in lieu of their final year at the College. After one year of successful study at the Law School, students will earn their baccalaureate degree from the College. After two more years of Law School study, they will earn their JD degree.

Students interested in this program should consult the College's pre-law adviser and should be prepared to make application to the Law School no later than February 1 of their junior year.



**Binary Engineering Program** In the field of engineering, Dickinson College has a linkage program, the Binary Engineering Program, which enables Dickinson students to complete both a BS degree at Dickinson and a BS in engineering from the engineering school at the University of Pennsylvania, Rensselaer Polytechnic Institute, or Case Western Reserve University. The student spends the first three years at Dickinson and the final two at the engineering school, leading to a BS degree from both schools. The liberal arts-engineering combination is particularly appealing to those students who like the liberal arts and seek an engineering degree within the broadest possible curriculum. The Dickinson student receives a generous background in pure science along with course offerings in the humanities and the social sciences.

Candidates for the Binary Engineering Program should inform the dean of admissions of Dickinson College that they wish to apply for this program so that they may be assigned to the engineering student adviser. They also should request from the Dickinson admissions office a special booklet that describes the Binary Engineering Program in greater detail and gives suggested course schedules.

**The Consortium Exchange Program** Dickinson, Franklin and Marshall, and Gettysburg Colleges form the Central Pennsylvania Consortium. One of the advantages of this educational cooperative venture is that students have the opportunity to take courses at any member college. This program of exchange is encouraged because it allows for greater flexibility in a student's educational program.

The Office of the Registrar coordinates consortium exchange programs for students. The appropriate forms, catalogs, and other information are available there. Applications should be submitted to that office by April 15 for a fall semester, and November 15 for a spring semester.

Any Dickinson student who is approved by this College for study at Franklin and Marshall or Gettysburg College may take a course, several courses, a full semester, or a full year at the other college. Except for summer programs at the other colleges, the normal tuition fee is paid to Dickinson. No fees are paid to the other college except residence fees where appropriate. Grades, in addition to course credit, are transferred to Dickinson.

**The Washington Center for Internships and Academic Seminars**, in affiliation with Dickinson College, offers juniors and seniors an exciting and comprehensive array of internship experiences in and around the Washington, D.C. metro area. The Washington Center (TWC) offers experiential learning within an academic structure in order to encourage academic, civic, professional, and personal development.

TWC's unique format includes a 4½ day per week internship, an academic course held once a week, and an independent study supervised by a Dickinson College professor. In addition, students attend a Presidential Lecture Series, a Congressional Breakfast Series, and may take advantage of many other opportunities such as tours, discussions, social and cultural activities.

Students may participate in TWC internship program for either fall or spring semester, or for a 10 week summer term. Students typically receive 4 academic credits for a semester at TWC, and three credits for a summer term at TWC.

**Semester in Environmental Science at the Marine Biological Laboratory of the Woods Hole Oceanographic Institution** Dickinson is a charter member of a group of outstanding undergraduate colleges that offer their students the opportunity to spend a semester studying and conducting hands-on research in the field of aquatic and terrestrial ecology at one of the world's foremost research and teaching institutions. The Marine Biological Laboratory of the Woods Hole Oceanographic Institute, located on Cape Cod, Massachusetts, employs some of the most influential and best known marine scientists in the country. Dickinson students can spend a fall semester working closely with these distinguished men and women at a state-of-the-art marine research facility in a beautiful natural setting. Students take regular coursework and electives while at Woods Hole, and they complete a research project and participate in a seminar on writing in the sciences.



# ACADEMIC RESOURCES

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- Library
- Computer Services
- The Writing Program
- The Writing Center
- The Center for Public Speaking
- Campus Media
- Instructional Technology
- The Community Studies Center
- The Trout Gallery
- Observatory
- Planetarium
- Language Houses
- Advising

## THE W Aidner-Spahr Library

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The primary mission of the library is to support the liberal arts program of Dickinson College. To this end, the librarians have a two-fold responsibility: to build and organize a library collection which is excellent in quality and quantity and to provide the best possible service to Dickinson faculty and students as they engage in the teaching/learning process.

The Dickinson College Library consists of the Boyd Lee Spahr Library, built in 1967, and the Robert S. Waidner Library, recently completed in the fall of 1998. The new Waidner facility places special emphasis on Dickinson's long tradition of individualized personal library service, sensitivity to aesthetics and functionality, and commitment to technological innovation. These two buildings together house a collection of over 452,000 volumes; 162,000 government documents; 6,000 periodical subscriptions; and 12,000 audio-visual items. Open during the academic term for 103 hours a week, library provides a friendly and beautiful atmosphere for scholarly study and repose with a number of group study rooms, individual carrels, lounge areas and specialized learning spaces.

Of particular note is the May Morris Room which houses the College Archives and Special Collections. Materials found here include rare books, college records, personal papers of past Dickinsonians, photographs, and historical artifacts. Nearly 2,000 books donated by John Dickinson in 1784 remain as the foundation of the college library. Also worthy of mention are several pieces of scientific equipment once owned by Joseph Priestly, discoverer of oxygen, and a collection of 400 original letters signed by James Buchanan, Dickinson Class of 1809. All of these rare and unique materials are available to the interested student researcher, subject to special rules for proper handling and usage.

The services of the library are many and varied. Individual and classroom instructions by the Librarians are readily available to enable students to best find and utilize their needed information. Librarians provide assistance at the reference desk each weekday, Sundays and most evenings. The Interlibrary Loan Service, accessed through a computer network, enables students and faculty to access library collections nationwide. The audiovisual service offers space and equipment for listening to the CD, cassette, and LP collections and for viewing and printing copies of the extensive microform collection. Numerous copiers and computer workstations are available during all library hours with extended hours of operation in place at the end of each semester during finals.

Library membership in OCLC (Online Computer Library Center, Inc.); Palinet (the Pennsylvania Library network); and ACLCP (the Associated College Libraries of Central Pennsylvania) enhances the library's ability to provide access to the universe of information available to and needed by the undergraduate students and faculty today.

In addition to these "traditional" library services, the Dickinson Library includes an array of electronic resources: a state-of-the-art online catalog of all Dickinson holdings called Catalyst (complete with Netscape links and a graphical user interface), a customized Web site, several local area networks, a fleet of bibliographical and full-text CD-ROM databases, and electronic journals and reference sources. The College's computer network enables students and faculty to access almost all of these online resources in



dormitory rooms, classes, and laboratories throughout the campus.

With the vast amount of available information, state-of-the-art research tools, and the newly expanded facility as well as a library staff committed to providing excellent service, the Dickinson community can be confident as it embarks on educating our students for the new century.

## COMPUTER SERVICES

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**Computer Services**, located in South College and in the rear of the Weiss Center, is the organization responsible for developing and maintaining the College's information technology infrastructure and for supporting all users of computing technology.

**Network Environment** The campus is completely networked and connections (10-BaseT Ethernet) are available in all student rooms. Connections for students' portable machines are also available in the student union, the library, and some classroom buildings. The campus backbone includes redundant Gigabit and 100 Mbps Ethernet links between buildings. The entire network is connected to the Internet with two T1 (1.5 Mbps) lines.

**Server Environment** Servers include 5 Compaq Alpha unix machines (for e-mail, the library system, the campus information system, and other functions), 10 Microsoft NT machines (for file, application, and print serving), 2 Sun Solaris servers (for Mathematics/Computer Science, Physics, and Astronomy), 1 Linux server, and 6 Apple Macintosh servers.

**Client Environment** The College supports both Microsoft Windows and Apple Macintosh client computers. Students may bring either to campus. A few students run their own Linux machines, but they are not supported by the College. The current campus standards for software include Corel WordPerfect and Netscape Navigator.

**Public Computer Facilities** Available to all students, there are 45 Windows machines and 48 Macintoshes in public computer rooms. In addition, there are 35 Windows machines in the College's computer training facilities. There are 158 Macintoshes, 42 Windows machines, and 23 Solaris computers in various departmental laboratories. Laser printing is offered in the public computer rooms; equipment for scanning images, color printing, video editing, and other specialized applications is also available.

**Policies:** Use of the College's computing facilities is free for all students and staff. All incoming students are automatically assigned e-mail accounts which they may use as long as they are enrolled. Within the College's acceptable use guidelines, students have unlimited access to the network.

Students are strongly encouraged to bring their own personal computers to campus; well over 50% of students do so. All students owning computers that meet the minimum requirements may connect to the campus network and the Internet.

Assistance with computing is obtained by sending an e-mail message to [helpdeks@dickinson.edu](mailto:helpdeks@dickinson.edu) or by calling the Help Desk at extension 1000. Student computer consultants provide help in the microcomputer rooms. Computer Services also offers short seminars, in-class sessions, and on line documentation in using supported software and hardware.

## THE WRITING PROGRAM

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At Dickinson writing is taught across the curriculum, in all departments, at all levels. The Writing Program insures that students graduate with the writing skills they need to be productive citizens in personal, professional, and civic endeavors. The program includes three basic pedagogical components: the Freshman Seminar, the writing intensive course, and writing in the major. In the freshman seminars, students are given extensive practice and instruction in basic expository writing, which will serve them well in the rest of their academic career. They will also take a W course, normally during their freshman or sophomore



year. W courses are offered across the curriculum and emphasize mid-process feedback so that students have a chance to make rhetorical and stylistic improvements in their work while it is still in the drafting stage. Students will typically also write extensively in the major, particularly at the senior level. The Writing Center can assist students at any level and at any stage in the writing process.

## THE WRITING CENTER

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The Writing Center, located in the HUB next to the Microcomputer Room, is a resource to assist students in all courses from Freshman Seminar to senior seminar. Writing Center consultants are Dickinson students trained to be critical and sympathetic readers of writing in progress. They help students see their writing from a fresh perspective and assist them in the process of revising and improving their writing. In one-on-one conferences, consultants work with students to examine the requirements of an assignment; analyze a paper's thesis, organization, argument, and evidence; and recognize the importance of appropriate style, tone and diction. Consultants are available to work with all students on a walk-in basis and with particular students in courses that emphasize writing as an essential aspect of learning. For further information, contact Judy Gill at 717-245-1291 or [gill@dickinson.edu](mailto:gill@dickinson.edu).

## THE CENTER FOR PUBLIC SPEAKING

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The Center for Public Speaking has been created to enhance public speaking at the College, and particularly to help students develop confidence in their skills in a variety of speaking situations and voice their ideas. The center offers courses in public speaking (see page 148) and workshops, both in-class and out-of-class. Students may seek individual consultation to assist them to hone their speaking skills, and to prepare for speaking projects.

The CPS organizes the Fall Speech Contest and the Spring Speech Contest. These contests are open to the entire campus and have themes which are relevant to the campus. The finalists, who have been identified through preliminary rounds, give their speeches during Family Weekend (Fall) or in the Common Hour (Spring). The winners receive cash prizes as well as medals in recognition of oratorical excellence. The CPS also works with the Dickinson Speech and Debate team to prepare for intercollegiate competition.

The CPS is located in Denny Hall. Course instructors, student organizations, and individual students may seek the assistance of the director, James M. Sloat, in designing workshops and pursuing projects that will contribute to the quality of public speaking on campus. ([cps@dickinson.edu](mailto:cps@dickinson.edu))

## CAMPUS MEDIA

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*The Dickinsonian* was founded in 1872 and is published biweekly throughout the academic year. The student staff publishes each issue under the guidance of an elected student editorial board. *The Dickinsonian* Board of Governors advises the editors and oversees the paper's finances.

WDCV (88.3 FM), the college radio station, broadcasts daily from 8AM to 2AM, as well as through the website, "[dickinsoncollege.webradio.com](http://dickinsoncollege.webradio.com)." The local broadcast radius is approximately 15 miles. Musical programming in a wide variety of genres, sports broadcasting, news and public affairs programming are provided by students, faculty and administrators of the College, as well as by Carlisle community members.

*The Dickinson Review*, a national literary magazine, and *The Bonfire*, an all-student literary magazine are published annually by the Belles Lettres Society. (See also the co-curricular program in the English department, page 59.)



## INSTRUCTIONAL TECHNOLOGY

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Instructional Technology supports teaching and learning through an array of services. From the design and production of instructional materials to internal use of the web to the Language Lab to training sessions, and from telecommunications to digital imaging and multimedia, Instructional Technology makes needed services available.

The Technology Center in Bosler Hall is the home base. The Technology Service Bureau provides audio and video services (origination, editing, and duplication), graphic services (digital scanning, editing, printing and slide making, 35mm slide production, dry mounting and laminating), and a variety of related services. Bosler also houses a screening room, video editing stations for class use, a small tv studio, graphic workstations, and stations for collaborative work and training.

Since 1984 IT has provided satellite tv reception from around the world, now available in every campus building. IT also supports satellite and compressed video teleconferencing. The department has constructed a growing number of smart classrooms around campus, providing for computer and video presentations in classes.

Our newest service is a series of small group training/learning sessions on scanning, image modification, web writing, use of presentation software, simple video editing, and creation of web video clips. Other topics are being added. Students, faculty, and others are welcome to call for a session.

## THE COMMUNITY STUDIES CENTER

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The Community Studies Center at Dickinson College fosters interdisciplinary, hands-on learning in the social sciences and humanities. Established in 1997, the Center coordinates ongoing student and faculty research in American Studies, policy studies, education, history, economics, environmental science, psychology, and sociology, and serves as a repository for taped interviews, surveys, videotapes, and transcripts produced by students and faculty engaged in field work. The Center is also a central resource for students and faculty interested in developing professional skills through field work research.

Community research projects take Dickinson students into diverse cultures and environments. Dickinson students have done significant empirical research conducting oral history interviews in Carlisle, doing ethnographic research with steelworkers in Steelton, PA, conducting public opinion surveys about recent American elections, even engaging in anthropological research in a remote Chinese village. Students learn about the past and present by collecting, analyzing, and presenting their findings. They develop valuable professional skills as they learn about the workings of small communities, the realities of aging, the value of memory, and the variety of human experience. They also learn about the connections among people, institutions, and communities, and in the process, they learn about themselves and the world in which we live.

In conducting community research, students develop skills that apply to a number of professions and careers. Archival research, interviewing, survey research, oral history, and documentary photography and film making prepare students for careers in law, education, business, social work, medicine, journalism, psychology, and the media. Dickinson graduates who completed field research projects are now enrolled in graduate programs in women's studies, anthropology, history, sociology, medicine, law, social work, and American Studies.

## THE TROUT GALLERY

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The Trout Gallery is a bi-level exhibition facility located in the Emil R. Weiss Center for the Arts. Along with housing the College's permanent collections of art—which range in time from Classical Greece to the 20th century—The Trout Gallery maintains a varied and frequently changing exhibition schedule of historical, contemporary, and multicultural materials. The Trout Gallery is, at once, an educational branch of



the College and a fine arts museum for the Carlisle/Greater-Harrisburg area. Its public lectures, symposia, and educational programming include an active community education and outreach project for area school children, senior citizens, and others. In addition, the Gallery preserves, protects, and expands—through donation and purchase—the artistic legacy of the College, whose collections can be traced to the nineteenth century.

The Gallery serves the college community as an interdisciplinary resource for studio art, art history, modern languages, international studies, and classical archaeology courses. For example, an exhibition of Tibetan art was held in conjunction with an all-campus celebration of Tibet, including a folk opera, the construction of a Sand Mandala, an exhibition of Tibetan Tantric art, and a series of lectures by invited guests and faculty. At the same time, the religion department offered courses on Tibetan religion and culture. Such events also fulfill the College's mission to provide diversified, multicultural programs.

Within the fine arts department, the Gallery offers advanced art history majors the yearly opportunity to curate an exhibition of objects from the College's collections. Furthermore, students in the studio program mount a juried show of their work each spring. Internships in the gallery are offered to superior fine arts majors during their senior year. The gallery thereby offers the unusual opportunity for undergraduates to undertake research on and have direct contact with original works of art.

The community outreach coordinators, in consultation with the gallery director, maintain contact with community constituencies and develop coordinated curricula with area teachers, administrators, and program organizers. In this way, we seek to build partnerships with local teachers and parents so that the Gallery can be integrated into the learning experience of students in public, private, and home schools. The gallery provides similar services to local GED programs, colleges, and community organizations.

Finally, the Gallery plays an important role as custodian of the College's historic collections of art and artifacts. On one hand, the Gallery oversees the care, conservation, and housing of the objects. On the other, it advocates the study, display, and interpretation of those materials.

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## OBSERVATORY

The Bonisteel-Yeagley Observatory housed atop Althouse Science Hall has served the College since the late 1960's. The Observatory, equipped with a 14-inch Schmidt-Cassegrain reflector and an assortment of smaller telescopes, has been used extensively in introductory courses and for student research projects. The 14-inch telescope is equipped with a photometer for BVRI photometry and a CCD camera for VR and Wing system photometry. Recent observatory projects have included photometry of variable stars, particularly short period eclipsing binary stars, the design and construction of a radio telescope, and astrophotography of a variety of objects. During the 1999-2000 academic year, Dickinson's new observatory will see first light. Equipped with a 24-inch DFM Engineering wide-field Ritchey-Chretien reflector and two other small telescopes, the new observatory will offer enhanced opportunities for teaching and student/faculty research.

Dickinson students also have access to Lowell Observatory's 31-inch telescope through the National Undergraduate Research Observatory Consortium, of which Dickinson is a charter member. Located near Flagstaff, Arizona, the Lowell 31 inch is equipped with a large format CCD camera.

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## PLANETARIUM

The Roscoe O. Bonisteel Planetarium is housed in the Tome Scientific Building and has served the College since the 1960's. Planetarium programs are produced with substantial work study student participation for the College community, local schools, and the general public. Show topics range from introductions to the skies of the summer, fall, winter and spring, to various shows covering the world from Carlisle to China and over time from humankind's earliest attempts to find meaning in the heavens to the latest in space technology. Audiences ranging from preschool groups to retired citizens comprise the typical yearly atten-



dance of over a thousand people. The 1999-2000 academic year will see the opening of a new facility. Equipped with a computer controlled Spitz System 1024 planetarium projector, the new system will allow the creation of presentations with state of the art visual and audio effects.

## LANGUAGE HOUSES

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The departments of French and Italian, German, Russian, and Spanish and Portuguese sponsor language houses (Maison Française, Duetsch Haus, Russian House, Casa Italiana, Casa Hispánica,) in which interested students may apply to live. Residents speak the language of the house. An international student assistant is in residence in each of the houses to encourage active use of the language and to help organize social and cultural events sponsored in conjunction with the language clubs and the departments. Holiday and traditional dinners, films, lectures, as well as informal gatherings provide opportunities for students to maintain and extend language skills learned in classes and while studying and traveling abroad. Each house has access to foreign broadcasting through the satellite-cable system.

## ADVISING

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### ACADEMIC PROGRAM ADVISING

Entering students are assigned to academic advisers who are usually members of the faculty or academic professionals. Normally students continue with those advisers until they are ready to declare major fields of concentration, in the sophomore year or at the beginning of the junior year. When declaring the major, each student requests or is assigned an adviser in the major field. Students are encouraged to seek advice from special advisers for help with planning for professional and graduate study, internships, off-campus study, and careers. Additionally students may discuss academic concerns, planning for majors, and preparations for graduate studies with any member of the faculty. All faculty members maintain office hours when students are welcome to take questions to them and seek their advice on academic matters.

**Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements of graduation.** Advisers are available throughout the academic year, and students are encouraged to meet with their advisers frequently. During each pre-registration period students are expected to meet with their academic advisers to review progress and revise plans.

**Special Advisers:** Consultation with special advisers is recommended and sometimes required when students plan specific careers or wish to participate in specific programs. The College roster identifies faculty directors and advisers of specific programs. Advice about the opportunities for studying off campus may be obtained from the Office of International Education (see page 176). Students seeking to undertake internships, on or off campus, need to seek advice in the Career Development and Advising Center (see page 204).

**Counselors:** Academic concerns are often intertwined with personal development. Licensed and certified professionals as well as peer counselors serve students through an extensive counseling network. Active referral and cooperation within the counseling and advising network encourages students to seek appropriate guidance and support throughout their college careers. (see page 205)

**Class Deans:** A student who has questions and would like to consult with someone other than an academic adviser is encouraged to speak with his or her class dean. A student considering taking a leave of absence or withdrawing from the College should discuss options with the class dean. Class deans are identified in the College Roster. For career advising information see page 204.



## THE CLARKE CENTER

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The Clarke Center for the Interdisciplinary Study of Contemporary Issues is founded on two principles. First, the Center affirms Dickinson's belief that education in the liberal arts is the best preparation for the challenges of citizenship and career. Programming aims literally at "bringing the liberal arts to life" by connecting students' experience in the classroom with compelling issues confronting our local, national, and international communities. Second, the Center emphasizes the application of interdisciplinary approaches to contemporary issues. Six of the College's interdisciplinary programs—American Studies, Environmental Studies, International Business and Management, International Studies, Policy Studies, and Women's Studies—sponsor the Center. All activities are open to participation by the entire Dickinson community, however.

The Center is named for Dickinson Trustee Henry D. Clarke, Jr., founder and chief benefactor. Staff includes the Director, Professor of Political Science Douglas T. Stuart; Associate Director Michele K. Hassinger; Program Assistant Jolie Rankin; and eight to ten student workers and interns. Extensive responsibility for designing, publicizing, and implementing programs is assigned to the student staff, who receive valuable organizational communications experience. Ideas for individual programs and events are solicited from all Dickinsonians—students, faculty, administrators, trustees, alumni and the South Central community. Center activities include the following:

**Lectures, panels, symposia** The Center sponsors presentations ranging from individual lectures to symposia or conferences, each focusing on a pressing contemporary issue. For example, the Center has sponsored events on environmental sustainability, the presidential elections, life on Mars, the future of Russian democracy, feminism and politics, and the physics of Star Trek.

**Annual theme** Each year, the Center devotes a major portion of its resources to activities organized around a single topic or theme. Lectures, panels, and symposia on the topic are coordinated with academic course offerings. Annual themes to date are Democratization (1994-95), Race & Ethnicity: The Politics of Identity (1995-96), Environmental Sustainability (1996-97), Citizenship (1997-98), and Education, Power, and Responsibility (1998-99).

**Visiting Fellow** Each semester, the Center brings to campus a group of visiting fellows, or "teacher practitioners." Fellows are leaders from business, government, the media, and other fields who can enrich students' understanding of the connections between the liberal arts and citizenship. They make presentations to the community and participate in classes. Fellows have included Carlin Romano, literary critic for the *Philadelphia Inquirer*; William Howard, presiding judge in the Susan Smith murder trial; Peter Montague, community activist and Director of the Environmental Research Foundation; Crisenzio Arcos, former U.S. Ambassador to Honduras and AT&T Vice President for Latin American Affairs; Lowell Weicker, former Connecticut governor and senator; and Oscar Arias, Nobel Peace Prize winner.

**Campus forums** In order to encourage thoughtful debate of questions directly confronting the Dickinson community, the Center and the Student Senate co-sponsor periodic forums. These events bring together students, faculty, and administrators for open conversation. Recent forums included business education at Dickinson, financial aid policy, housing, and town/gown relations.

**Field experience program** The Center seeks to provide students with direct experience in the community. Individual students are offered opportunities to work in business, government, political organizations, service agencies, and other organizations to deepen the lessons learned in the classroom. Opportunities range from short-term volunteer activity to more extended involvement. (see page 204)

**Interdisciplinary education** The Center encourages efforts to enhance the College's interdisciplinary course and program offerings. Activities range from support for individual faculty in designing courses to conferences on interdisciplinary education.



## LECTURES AND SYMPOSIA

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A wide range of programs at Dickinson presents many occasions for the celebration of intellect and talent in all disciplines. These lectures, performances, films, exhibits, and symposia demonstrate the value of the liberal arts while furthering educational experience. Students are actively involved in planning and presenting a variety of these events.

### COMMON HOUR

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The Common Hour was established as a pause in the weekly schedule when the Dickinson community can gather to discuss topics of interest to the entire community and enjoy programs that enrich our intellectual and cultural lives. A committee of faculty and students oversees the scheduling of programs which range from concerts to discussion of topics of immediate importance locally and internationally. Each Wednesday noon throughout both semesters, the programs are followed by a buffet lunch and the opportunity for informal conversation among students, faculty, and administrators.

### JOSEPH PRIESTLEY CELEBRATION

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Each year the Priestley Celebration brings to campus a distinguished scientist to be honored for discoveries which contribute to the welfare of mankind. The award is made in memory of Joseph Priestley, discoverer of oxygen. During the celebration, the College's collection of Priestley apparatus and memorabilia is displayed. The recipient is given an honorarium and a ceramic medallion struck from an original 1779 mold by Josiah Wedgwood which bears a likeness of Priestley derived from a pen-and-ink drawing by John Flaxman. The president of the College selects the award recipient from a slate of nominees submitted by the Science Executive Committee, which solicits these nominations from science faculty, former Priestley Award recipients, and others associated with the award since it was established in 1952. Recipients of the Priestley Award are as follows:

- 1952 Sir Hugh Stott Taylor, for research and teaching in physical chemistry.
- 1953 Paul R. Burkholder, for the discovery of chloromycetin.
- 1954 Karl T. Compton, for peacetime use of atomic energy.
- 1955 Harold C. Urey, for the discovery of deuterium. Nobel Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, for distinguished service to mankind through biochemistry.
- 1957 Edward Teller, for distinguished work in nuclear physics.
- 1958 George Bogdan Kistiakowski, for work in chemical kinetics and thermodynamics.
- 1959 Willard Frank Libby, for distinguished contributions to the development of carbon dating.  
Nobel Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, for distinguished contributions through nuclear chemistry. Nobel Laureate in Chemistry 1951.
- 1961 Maurice Ewing, for distinguished contributions in the fields of oceanography, climatology, and geothermal measurements.
- 1962 Robert W. Woodward, for the synthesis of organic molecules. Nobel Laureate in Chemistry 1965.
- 1963 Kenneth S. Pitzer, for work in theoretical quantum chemistry.
- 1964 Isador I. Rabi, for work with quantum mechanics and molecular beams. Nobel Laureate in Physics 1944.
- 1965 Joel H. Hildebrand, for research in the fields of solubility and the structure of liquids.
- 1966 Charles H. Townes, for work in microwave spectroscopy and masers. Nobel Laureate in Physics 1964.
- 1967 George W. Beadle, for work in cytology and genetics. Nobel Laureate in Medicine 1958.
- 1968 Marshall W. Nirenberg, for the discovery of the genetic code.
- 1969 Linus C. Pauling, for research on the nature of chemical bonding. Nobel Laureate in



- Chemistry 1954. Nobel Peace Prize 1962.
- 1970 George Wald, for distinguished contributions to the field of physiology of vision and biochemical evolution. Nobel Laureate in Medicine 1967.
- 1971 Margaret Mead, for distinguished contributions to the field of anthropology.
- 1972 George C. Pimentel, for work in infrared spectroscopy and molecular structure.
- 1973 Philip H. Abelson, for geochemical studies.
- 1974 Henry Eyring, for his contributions to theoretical chemistry, the development of absolute reaction rate theory.
- 1975 Carl Sagan, for his contributions to the exploration of the universe through radioastronomy.
- 1976 John G. Kemeny, for the development of BASIC computer language.
- 1977 W. Frank Blair, for environmental studies and ecology.
- 1978 J. Tuzo Wilson, for distinguished contributions in the development of plate tectonics.
- 1979 Melvin Calvin, for work in the chemistry of photosynthesis. Nobel Laureate in Chemistry 1961.
- 1980 Philip Morrison, for radioastronomy studies.
- 1981 Donald Knuth, for his work on computer programming and the design of computerized typography.
- 1982 Peter H. Raven, for his work in systematic botany and biogeography.
- 1983 Stephen Jay Gould, for his contribution to the fields of paleontology, evolutionary biology, and the history of science.
- 1984 Hubert M. Alyea, for his contributions to chemical education.
- 1985 Harold P. Furth, for his contributions to plasma physics.
- 1986 Roald Hoffmann, for his contributions to applied theoretical chemistry. Nobel Laureate in Chemistry 1981
- 1987 Thomas F. Banchoff, for his contributions to the understanding of four dimensional manifolds through computer graphics.
- 1988 Francis H.C. Crick, for his pioneering contributions to the field of molecular biology. Nobel Laureate in Physiology or Medicine 1962.
- 1989 Arno A. Penzias, for his contributions in the field of radio astronomy. Nobel Laureate in Physics 1978.
- 1990 Wallace S. Broecker, for distinguished contributions to the field of geochemistry.
- 1991 Harry B. Gray, for his contributions to bio-chemical-inorganic chemistry and inorganic photochemistry.
- 1992 Solomon H. Snyder, for distinguished contributions to the field of neuroscience.
- 1993 George Masters Woodwell, for distinguished contributions to global ecology.
- 1994 Gerald Holton, for distinguished contributions to the welfare of mankind through the field of the history of science.
- 1995 Marvin Minsky, for distinguished contributions in the field of artificial intelligence.
- 1996 Leon M. Lederman, for distinguished contributions to our understanding of particle physics and its interaction with cosmology.
- 1997 Frank Press, for his contributions in geophysics and national science policy
- 1998 Bruce N. Ames, for his contribution to basic and applied research on mutation, cancer, and aging.

## THE PUBLIC AFFAIRS SYMPOSIUM

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Each year, the Public Affairs Symposium has brought to campus distinguished figures from government, business, and educational fields to discuss a topic of broad public interest with members of the College. The four-day symposium features debates, discussions, films, and other presentations. The Poitras/Gleim lecture, endowed by a gift from Ted and Kay Gleim Poitras, is held annually in conjunction with the symposium and provides a forum to explore and promote cross-disciplinary thought and communication.



## THE DICKINSON COLLEGE ARTS AWARD

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The College's Arts Award honors an individual or group who has made an outstanding contribution to the creative or performing arts. Each recipient spends several days in residence at the College sharing talents and ideas with the College community.

The Arts Award was initiated by the Dickinson faculty and endowed in 1959 by gifts from members of the board of trustees in honor of William W. Edel, president of the College from 1946 to 1959. The recipient of the award is given a Wedgwood medallion bearing the likeness of President Edel based upon a sculpture created by Nancy Dryfoos, distinguished American sculptor. The medallion was cast for Dickinson College by the Wedgwood Potteries of Barlaston, England. In addition to the medallion, the awardee receives an honorarium. Recipients of the Dickinson College Arts Award are as follows:

Robert Frost, 1958-59, Poetry  
 Eero Saarinen, 1959-1960, Architecture  
 Judith Anderson, 1960-61, Theatre  
 Leonard Baskin, 1963-64, Graphic Arts  
 Walter Piston, 1965-66, Music  
 W. H. Auden, 1967-68, Poetry  
 John Cage, 1969-70, Music  
 The Philadelphia Orchestra, 1972-73, Music  
 Mauricio Lasansky, 1974-75, Printmaking  
 Zelda Fichandler, 1976-77, Drama  
 John Barth, 1980-81, Literature  
 Toshiko Takaezu, 1982-83, Ceramics  
 Thomas Binkley, 1982-83, Music  
 Pennsylvania Ballet, 1983-84, Dance  
 David Mamet, 1984-85, Drama  
 Robert Stone, 1986-87, Literature  
 Tommy Flanagan, 1988-89, Music  
 Horton Foote, 1989-90, Cinema  
 Leon Golub, 1991-92, Painting  
 Seamus Heaney, 1992-93, Poetry  
 Twyla Tharp, 1995-96, Dance  
 Phyllis Bryn-Julson, 1996-97, Music

## SPECIAL LECTURES AND SCHOLARS IN RESIDENCE

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Each year distinguished public figures and outstanding scholars from American and foreign universities present lectures on campus. Some of these international visitors come as scholars-in-residence for week-long, semester-long, or year-long periods of time. All these people enrich the intellectual offerings of the College and allow students and faculty to encounter new ideas and different opinions. Academic departments and student groups frequently sponsor lectures and small-group discussions which encourage the exploration of issues beyond the classroom. Special lecture topics range from discussion of current political, social, and economic issues to consideration of new scholarly developments within academic disciplines.

**The Morgan Lectureship** Endowed by the board of trustees in 1929, in grateful appreciation for the distinguished service of James Henry Morgan of the Class of 1878, professor of Greek, dean, and president of the College, the Morgan Lectureship is used by the president of the College "for the procurement of one or more special lectures annually upon such subject or subjects as he may deem wise...." The lectureship brings to campus a scholar in residence for three to five days to meet informally with individuals and class groups, and to deliver the Morgan lectures on topics in the social sciences and humanities. Recent scholars have been Jorge Luis Borges, William Jordan, Fredric Jameson, Jonathan Spence, Michael Walzer,



Barbara Stoler Miller, James Rosenau, Paul Fussell, G.M. Tamás, and Margaret Miles. The 1998 lecturer was Patricia M. Spacks, Edgar F. Shannon Professor of Eighteenth-Century Literature, University of Virginia. Dr. Spacks' topic was "Privacy and Propriety."

**The Pflaum Lectures in History** are supported by income from a fund contributed by students and friends of the late Professor John C. Pflaum in appreciation of his effective teaching. The lectures bring to campus scholars who, like Professor Pflaum, are particularly successful in oral presentation of historical topics. The 1999 lecturer, Mercedes Vilanova, a Harvard Visiting Scholar, spoke on "Grass Roots Politics in Barcelona During the Spanish Civil War: Illiteracy, Workers' Movements and Women." Other recent lecturers have been Edward Acton, Graydon Tunstall, and John Voll.

**The Glover Memorial Lectures** are presented in alternate years. This lectureship in science was established in 1958 in memory of John Glover of Newcastle-upon-Tyne, England, the inventor of the Glover Tower, and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and Mrs. Yeagley of York, Pennsylvania. Recent Glover Lectures include Edwin Taylor's talk on "Star Trek Visuals and Reality," Edward Redish's "From Here to the Future: How the Computer is Changing College Teaching," Peter Brancazio's "Sports on the Moon," Clint Sprott on "The New Science of Chaos," and Dr. Dorrit Hoffleit's presentation on "A Century of Women in Astronomy," and Lawrence Krauss' lecture on "The Physics of Star Trek."

**The Rabinowitz Program** was created by Wilbur M. Rabinowitz, Class of 1940 and a trustee of the College, to enable students and faculty to benefit from encounters with articulate and knowledgeable spokespersons whose careers are or have been in business or government. Individuals who have distinguished themselves in the corporate world or government are invited to visit the Dickinson campus as participants in one of the two components of the program: the Benjamin Rush Award Ceremony or the Executive-in-Residence Program.

The Benjamin Rush Award Ceremony recognizes outstanding achievement by a member of the business or government community. The individual accepting the award presents a public lecture addressing the relationship of a liberal arts education to the business or government world. Opportunities for members of the College community to converse and discuss issues with the award recipient occur while the recipient is on the campus.

The recipient of the award is presented with an honorarium and with a bronze medal which bears the likeness of Benjamin Rush, the prominent colonial Philadelphia physician who was a key founder of the College and a signer of the Declaration of Independence. The first Benjamin Rush Award was presented in 1985 to the board chairman and chief executive officer of CBS. Recipients since then have included three other corporate executives; the Minister of Trade, Industry and Energy of the Republic of Korea; and the Director of the White House Office of Management and Budget. The 1998 recipient, Dr. John Brademas, former Congressman and New York University President, spoke on "Building Bridges to the Next Millennium."

The Executive-in-Residence Program brings to campus, for residencies of three to five days, individuals who have been identified as strong contributors to current developments in the business world. These executives participate in classes and less formal gatherings which permit them to engage in discussions of significant issues facing business leaders. The first Executive-in-Residence was J. Bruce McKinney, Class of 1959, trustee of the College, and chairman and chief executive officer of the Hershey Entertainment and Resort Company.

**The Donald W. Flaherty Lecture in Asian Studies** is supported by a fund established by students, colleagues, and friends of Professor Flaherty, a pioneer in the development of Asian studies at Dickinson. The lectureship brings to campus scholars and speakers who reflect Professor Flaherty's lifelong interest in all aspects of Asian history, culture, and politics. Since the inaugural lecture in 1987-88, prominent Asianists have spoken on topics ranging from "Reflections on the Nature of Japanese Society" to "The Rise of the Chinese Secret Service." The 1999 Flaherty Lecture, entitled "Fate of Heavenly Peace," was delivered by Carma Hinton, Chinese-born filmmaker and documentary director.



## ACADEMIC POLICIES AND PROCEDURES

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### INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

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**Enrollment and Registration** New students plan their course schedules with a faculty adviser assigned during the orientation period of their first semester. During each subsequent semester, students plan their course schedules with their adviser during a week of pre-registration which occurs in November for the spring semester and in April for the fall semester. Freshman seminars begin during the orientation period and are assigned on the basis of a preference questionnaire submitted during the summer.

All students must attend registration. Registration check-in is held the two days before classes begin. Check-in is for returning students who do not need to make changes to their schedules (course deletions are permitted). Students who must be absent from registration should notify the Registrar's Office in advance. Otherwise, pre-registered courses will be cancelled from their schedule. Registration in the fall is for all new students and is the time when new students add courses.

**Calendar** (See printed calendar on inside back cover) Courses are offered in two semesters, each including 14 weeks of classes plus a brief reading period followed by final examinations. The fall semester begins in early September and concludes prior to the holidays. Students have a reading period of a few days after the end of classes in which to take stock of their work for the semester and prepare for the final examinations and papers which are scheduled at special times during the subsequent week. Spring semester begins near the end of January and runs through mid-May, following a similar pattern. The College offers a summer school program each year in the months of May, June, July and August. There are usually two six-week sessions. Classes meet daily for ninety minutes, providing an intensive period of study. Students may register for a maximum of two courses per summer session.

**Class Size** Freshman seminars, all foreign language classes, courses on writing, and most upperclass seminars have class enrollments of no more than 15 students. A typical introductory course enrolls 35 students, most intermediate-level courses have 25 to 30 students, and 300-level courses are usually no larger than 20 or 25. Some introductory science course lectures enroll classes of 50 to 75 students, with accompanying laboratories for these courses conducted in sections of 12 to 28; others using a "workshop" approach meet for two hours of integrated lecture and lab for 20 to 25 students, three times a week. Advanced science classes and labs are usually under 25. Maximum class sizes are established in order to provide students with adequate opportunities to interact with their professors and with other students. As a result, students do not always gain access to their first choice of courses during a given registration period, and some majors are more difficult than others to initiate. Consistent with the College's commitment to overall balance, however, every effort is made to anticipate such problems and when necessary to open new course sections.

**Course Load and Credit** A full-time course load is between three and four courses per semester. A typical schedule is four courses each semester. Students who desire to carry fewer than three courses must receive permission to be part-time from the registrar. To take more than four courses, a student must petition the Committee on Academic Standards through the Office of the Associate Dean of the College.

Each course, unless otherwise noted in the course description, is equivalent to four semester hours. Credit for courses is based on the assumption that at least three hours of study accompany each period of recitation or lecture. Half courses exist in only a few departments and may meet either for only half the semester or on a half-time basis for the entire semester. Physical education courses and some military science courses carry no academic course credit.

**Course Schedule** *NOTE:* Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements for graduation. Students enroll in four courses at a time. Normally a course meets three times a week for 50 minutes or twice a week for 75 minutes;



some upperclass seminars meet just once during the week for three hours. Some natural and mathematical science courses meet in two-hour lecture and laboratory workshops several times a week or schedule advanced laboratories or field trips in single afternoon blocks. This variety in the weekly schedule provides class times suited to differing teaching methods and to the requirements of specific subjects. For example, brief but frequent meetings are often the best way to learn information, practice a skill, or discuss a series of related issues. Sometimes extended workshop sessions serve well the rhythms of a course that requires room to develop an idea or explore a problem or acquire a technique.

**Changes in Course Schedules** Students may make changes in their course registration during the two weeks (14 calendar days) following registration, also referred to as the add/drop period. No change in registration is official until an add/drop form signed by the student's adviser and the instructor, when required, is filed in the Registrar's Office. Starting a course after the first full week of classes is usually not advisable. Changes to or from the pass/fail option and in the use of the audit status require an add/drop form.

**Changes in Course Level** Certain courses in the languages, sciences, and mathematics are offered at several levels. Students who find themselves enrolled at an inappropriate level in these courses may change levels with the consent of the instructor(s) and the adviser during an additional period of approximately two and a half weeks. (See College calendar for exact date.)

**Auditing Courses** A student may attend a course without credit by registering to audit the course. The permission of both the instructor and the student's adviser is required. Audit registration occurs during the add/drop period. A student who has received credit for a course may retake the same course on an audit basis. Students who are enrolled for three or more courses may audit without an additional fee. The instructor stipulates the requirements of the course for all auditors early in the semester. Courses taken as audits do not appear on a student's transcript unless the instructor authorizes such an entry at the end of the semester.

**Late Changes in Course Schedule** Add/drop and change-in-level deadlines are significant points in the semester beyond which any change in schedule affects academic performance. For this reason, students who want to make additions or changes in the level of their registration after these deadlines must make their request by petitioning the Committee on Academic Standards through the Office of the Associate Dean of the College. A student may withdraw from courses until 15 days after Roll Call of each semester. After this period, withdrawal will require a full review before the standards committee. Withdrawal from a course will be indicated by the entry of a "W" grade in the student's record. Withdrawal is not an option for physical education courses. The option to withdraw from a course and the use of "W" grades without prior review and approval by the Committee on Academic Standards is limited to two courses during a student's Dickinson career. Withdrawals involving a change from full-time to part-time status will be accepted only if the change of status has received prior approval by the registrar. A student may petition the standards committee to drop a course from the record only when, through no fault of the student, no substantial participation in the course has occurred.

**Grading** Professors evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and just to talk further about some important matter raised in class. Faculty report an evaluation of student performance twice each semester. At mid-semester (Roll Call), the following grades are reported for all students: "S" indicating satisfactory achievement to date (work of "C" quality or above), "U" indicating unsatisfactory achievement (work of "C-" or below), "I" indicating incomplete work outstanding, and "NE" indicating no evaluation made by the faculty member (applicable to an entire course or section). These roll call grades are available to students via the college website and are sent to advisers, parents, or guardians and serve as a useful benchmark for progress; however, they do not become part of the student's permanent record. At the end of each semester final grades are reported which become part of the student's permanent record. Once a grade has been reported to the Registrar's Office, it may not be changed unless the change has been requested by the instructor and approved by the dean of the College. Students who think that a final grade may be inaccurate should begin



by contacting the professor as soon as possible. Grade changes need to be submitted to the dean of the College for approval by **no later than Roll Call of the subsequent semester.**

Most coursework, independent study, and independent research work are graded on an A through F grading scale incorporating pluses and minuses. A student's cumulative average is based on letter grades received in Dickinson courses and at other colleges in the Central Pennsylvania Consortium (Franklin and Marshall and Gettysburg). Two other grading options, pass/fail and credit/no credit, exist and are explained below.

*A through F Grading:* All courses are offered for a letter grade unless otherwise listed in the bulletin or in the course offerings booklet. The letter grades reflect the achievement of Dickinson students in the following manner: A, exceptionally high level of achievement; B, substantial level of achievement; C, satisfactory level of achievement, the minimum average grade required for graduation; D, minimal level of achievement required to receive course credit; F, unacceptable level of achievement. Plus (+) and minus (-) are gradations of the A to D scale.

A student's cumulative average is based on the numerical value assigned to letter grades:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

*Pass/Fail Grading:* The pass/fail grading system in courses for academic credit is an option intended to encourage students to venture into new intellectual fields. This option is available on a limited basis to students after the first semester of their freshman year.

Under this system, "pass" is defined as work of a quality earning a grade of at least "C" and "fail" is defined as work of a quality earning a grade of "C-" or below unless the instructor indicates a different criterion for the grade of "pass." Taking a course on the pass/fail basis requires approval of the instructor. It is the responsibility of each individual instructor to indicate at the beginning of the course the standards for passing and failing work in that course. Some departments may prohibit use of the pass/fail option in specific courses and, normally, pass/fail work should not be included among courses taken for the major or minor program requirements. In courses numbered 300 and above, pass/fail may be taken by permission of the instructor only. Courses taught on the credit/no credit system may not be taken on a pass/fail basis. Students may take no more than one course on a pass/fail basis each semester and no more than a total of four pass/fail courses among the 32 required for graduation. Changes to or from a pass/fail grading basis must be made during the add/drop period.

*Credit/No Credit Grading:* Credit/no credit grading, in contrast to the pass/fail system, is not the student's option. Each semester a few courses are offered on the credit/no credit basis at the request of the instructors and with the approval of the Committee on Academic Standards. All students registering for a course offered for credit/no credit will be evaluated on that basis. Mastery of the course's objectives is considered a satisfactory completion of the course and results in a grade of "credit." Failure in the course results in a grade of "no credit." Normally, internships are offered on a credit/no credit basis. As with the pass/fail system, neither grade results in a change to the student's cumulative average. The option to enroll in credit/no credit courses is open to all students including first-semester freshmen (except internships, normally limited to juniors and seniors) with no maximum number of credit/no credit enrollments.



***Incomplete Grades:*** A grade of “incomplete” may be reported only in cases in which illness or other serious emergency has prevented the student from completing the work for the marking period. No incomplete is in effect until a form has been filed with the registrar that states the reasons under which it has been granted, contains an evaluation of the student’s work to the date of the incomplete, and is signed by both student and instructor. An incomplete may not be reported because of negligence or procrastination on the part of the student. An incomplete grade must be cleared before Roll Call of the following semester unless an exception is granted by the Committee on Academic Standards. In every case, the incomplete must be cleared before the end of the second semester following. If an incomplete has not been cleared within stipulated time limits, the appropriate grade indicating a lack of satisfactory completion will be recorded.

***Grades in Year Courses:*** Independent Study and Independent Research registered for year-long activity, as well as the Latin American Studies Senior Seminar and the International Studies Senior Seminar, may receive either a letter grade for the term or an “S” grade with course credit. Upon completion of the second semester, an “S” grade may be converted to a letter grade along with the second semester’s letter grade and credit.

***Course Failure:*** A letter grade of “F,” a “fail” under the pass/fail system, or a “no credit” under the credit/no credit system are all evaluations expressing failure in a course. The letter grade of “F” results in a reduction of the cumulative average, while “fail” and “no credit” do not change the average. A failed course may be retaken for credit. In the case of letter-graded courses, both the original grade and the new grade are calculated in the average. All failing grades continue to appear on the student’s academic record regardless of course repetition.

***Progress toward the Degree:*** Normally, students complete either the B.A. or the B.S. degree programs in eight semesters by taking four courses per semester. Students are expected to meet all requirements for graduation in effect at the time of their matriculation. Responsibility rests with the student for the election of such courses as will satisfy the requirements of the College for graduation.

A minimum of 16 courses must be taken on the Dickinson campus. Students must be accepted in a major field of concentration by the time 22 courses have been completed. Six of the last eight or the last four courses in a student’s program must be taken on campus in order to fulfill the senior residence requirement. All course work taken at other institutions after admission as a degree candidate must have prior approval from the Registrar (for domestic study) or the Associate Dean for International Education (for international study).

***Minimum Standards*** The minimum average for a freshman to be in good academic standing is 1.75. Sophomores must have either a minimum of 2.00 for the year or a cumulative average of 2.00 at the end of the sophomore year. Juniors must have a cumulative average of 2.00 at the end of the junior year. A senior to be graduated or to remain in good academic standing must have a minimum of 2.00. In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The faculty assumes that every student admitted to Dickinson will be able to qualify for graduation. However, the opportunity to continue at Dickinson is a privilege that a student must earn by academic achievement. A student who fails to meet the minimum grade point average for his or her class will be required to withdraw unless the Committee on Academic Standards takes action otherwise. Dickinson College reserves the right, at any time, to require withdrawal from the College of any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such action. Action by the Committee on Academic Standards may include a warning or placing a student on academic probation.

The Committee on Academic Standards interprets and applies these standards on a case-by-case basis at



the end of each semester.

The Committee on Academic Standards may warn a student if

- his or her semester average falls below the minimum required cumulative grade point average even when the cumulative average allows the student to remain in good academic standing;
- continued performance at current level would remove student from good academic standing; or
- his or her average for the sophomore year meets the requirements for good standing, but the cumulative average is below 2.00.

The Committee on Academic Standards may place a student on academic probation if

- the student has proven ability to achieve the established probationary average;
- a low semester average does not include any failing grades; or
- or a student on probation, the average earned in the semester met or exceeded the established probationary average when the cumulative average remains below the minimum for good standing.

In addition to maintaining a minimum grade point average, students are expected to make satisfactory quantitative progress toward the completion of degree requirements. Full-time students are normally expected to complete at least 4 courses each semester and to progress one grade level each year. Evaluation of progress occurs at the end of the academic year when grades for spring semester are posted. Freshmen become sophomores when seven courses creditable toward graduation are completed. Sophomores achieve junior status after 15 courses and juniors become seniors after 23 courses. For students who fail to progress one grade level and for part-time students, satisfactory academic progress will be measured by comparing the number of courses attempted to the number completed successfully. Attempted courses include all withdrawals, incompletes, and failures. To be considered to be progressing satisfactorily, students must have completed successfully the following percentage of courses attempted:

Freshmen	60 percent
Sophomores	70 percent
Juniors, Seniors	80 percent

Students who fail to meet these requirements will be required to withdraw from the College unless the Committee on Academic Standards determines otherwise. In certain circumstances, students who fail to meet these requirements will be permitted to continue at the institution for one semester on academic probation. Students on academic probation are determined to be making satisfactory progress for the purpose of receiving financial aid.

Procedures to qualify for readmission are found on page 200.

**Dean's List** Full-time degree-seeking students who, in a given semester, earn a superior academic average are named to the Dean's List. Academic qualification for inclusion on the Dean's List requires that the student earns a 3.70 academic average for the semester, with no grades lower than a C- and no incomplete grades. A minimum of three courses must be completed for a grade, and the student must have a cumulative grade-point average greater than 2.00.

**Credit for Course Work at Other Institutions** Course work submitted by transfer students is evaluated by the registrar after a preliminary and tentative appraisal has been performed by the admissions counselor. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of "C" (2.00 on a 4.00 scale) or better have been earned. A maximum of 16 courses may be accepted for transfer. Transfer students must then complete the remaining 16 courses toward graduation on campus.

Dickinson students who desire to study away from campus for summer study or during the academic year must obtain prior approval of the program of study. In general, the same conditions for acceptance of proposed courses apply as described above for transfer students. Students in good academic standing may receive up to a total of four transfer course credits for summer or January-term study at other approved institutions; they may be taken in a combination of one or more summers. Off-campus study during the academic year is normally limited to a maximum of four courses for one semester or eight courses for a full



academic year. (See *in absentia* under Changes in Student Status.)

In addition, off-campus study in the senior year, if it precludes a student from being on campus for six of the last eight courses, or the last four courses, preceding graduation, requires special approval from the Committee on Academic Standards. Special approval is also necessary for participation in more than two semesters of study off campus or for participation in more than one off-campus program.

Final determination of credit and satisfaction of Dickinson distribution and language requirements will be determined by the registrar.

## CHANGES IN STUDENT STATUS

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**In Absentia (Off-Campus Study)** A student who is given prior approval to study at another institution during the academic year and while enrolled at the College is considered to be *in absentia*. Approval for this status can be granted for one semester or one year by the Committee on Academic Standards. In *absentia* students may transfer up to one full year of academic work if prior approval of the program has been obtained. Students planning to be *in absentia* preregister for off-campus study but normally do not pay tuition or fees to Dickinson. Upon return on schedule to the College, they do not need to apply for formal readmission.

**Leave of Absence** An approved leave of absence for one semester or one year enables a student to maintain enrollment at the College but does not permit any academic work to be taken for subsequent transfer credit. This status may be granted by the student's class dean and is subject to renewal. Students who return on schedule do not need to apply for formal readmission. Students should contact their class dean to obtain the appropriate forms and information and to schedule an exit interview.

A voluntary leave of absence may be granted prior to the date of Roll Call for any given semester. "W" (for withdrawal) grades will be recorded in lieu of a regular grade for all registered courses. A student may be required by the dean of the College to take up to one semester's leave of absence if such action is judged to be in the student's academic interest.

The College reserves the right to require a leave of absence for medical reasons at any time it is deemed reasonably necessary to protect the student, other students, members of the College community, or the interests of the College itself. Before a student returns from a medical leave of absence, a clearance interview with a member of the counseling or student health services staff, as well as additional documentation, may be required.

**Withdrawal** Withdrawal from the College, whether voluntary, required, or administrative, discontinues one's enrollment as a degree candidate. A student who withdraws and later wishes to return must make formal application to the registrar for readmission. If the student's average was below the minimum class standard, the application will be considered by the Committee on Academic Standards. When possible, the student's academic adviser at the time of withdrawal will be consulted as a part of the committee's consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, as well as the possibility of additional documentation being required. Any conditions set forth by the College when the withdrawal became effective must be satisfied at the time of reapplication.

**Voluntary** A student may withdraw voluntarily at any time, with "W" grades being recorded for all registered courses if the withdrawal is made on or before the last day of classes. If withdrawal is made during the final examination period, regular grades will be recorded. Students should contact their class dean to obtain the appropriate forms and information and to schedule an exit interview. Ordinarily, students must wait a full semester (not a summer session) after withdrawing from the College before making reapplication. Students who wish to reapply sooner must petition the Committee on Academic Standards.

**Required** Students whose academic average falls below the minimum standards for their class are required to withdraw. The Committee on Academic Standards may make an exception and allow a student to con-



tinue enrollment on academic probation for which special requirements are established. A student may be eligible to apply for readmission by attending an accredited institution for one semester (not a summer session) with a full program of study approved in advance by the Office of Academic Affairs and the Committee on Academic Standards, attaining a minimum average of 2.25, and having no grades lower than a C. Military service or satisfactory employment for at least one year may be substituted for a semester of academic work. *Note: See below for additional criteria for readmission.*

*Administrative* Students who fail to preregister or register and who do not inform the College of their plans will be administratively withdrawn. Such students may apply for readmission. *Note: See page 195 for regulations regarding withdrawal from a course.*

**Readmission** Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the registrar prior to May 15 for the fall semester and prior to November 15 for the spring semester. If the student's average was below the minimum class standard, the application will be considered by the Committee on Academic Standards. When possible, the student's academic adviser at the time of withdrawal will be consulted as a part of the committee's consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, as well as the possibility of additional documentation being required. Any conditions set forth by the College when the withdrawal became effective must be satisfied at the time of reapplication. A student who is readmitted must meet requirements in effect at the time of readmission.

Favorable action in readmission, either by an individual or a committee, does not necessarily constitute a guarantee of a space in the College. It is quite possible that a student applying for readmission might have fulfilled all requirements or conditions for readmission but still be denied access to the college for a particular semester or year because of space limitations.

A student who is absent from the College at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the College committee on Academic Standards to have course credits toward graduation an cumulative grade averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 2.00 average, or a higher probationary average, as stipulated by the committee.

**Dismissal** A student required to withdraw for a second time for academic reasons is dismissed from the College without the privilege of readmission at any time.

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## INFORMATION FOR STUDENTS NOT ENROLLED FOR A DICKINSON DEGREE

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A non-degree student may be part-time (fewer than three courses) or full-time (between three and four courses) depending on the circumstances of admission. This status can be changed only by agreement with the office that admitted the student.

Non-degree students who are attending Dickinson while enrolled in another institution must be in good academic standing at their home school and have the recommendation of the appropriate official responsible for approval of their program. It is the responsibility of such students to obtain all advice necessary regarding their course selections and various grading options from their home institution.

**Conversion to Degree Status** Non-degree students may apply to the Office of Admissions for degree status. If approved, all coursework completed at Dickinson will be accepted toward the degree, provided that the student has more than 12 courses remaining to graduate. At least 12 courses must be taken while enrolled for a degree and with an approved major field of concentration. A minimum of 16 courses must be taken at Dickinson. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of C (2.00 on a 4.00 scale) or better have been earned. In general, the student must meet all requirements for graduation in effect at the time of acceptance.



# COMMUNITY LIVING AND LEARNING

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At Dickinson College the living/learning environment extends far beyond the limits of the classroom, library, or laboratory. Whenever and wherever students congregate with their peers or with other College community members, there is conversation and collegiality. The mix of faculty, staff, and students from varied backgrounds and disciplines shapes Dickinson campus life. Learning occurs in the classroom, on the athletic field, in the art studio, in the social lounge, and in the residence hall, from early in the morning to late into the night.

As members of the Dickinson College community, students are expected to conduct themselves in a manner consistent with the pursuit of the College's educational objectives and conducive to the health and safety of others. All students are expected to be familiar with the policies in the *Student Handbook and Planner* and the *Student Code of Conduct* printed and distributed annually by the Office of Student Activities. Dickinson subscribes to the principles of the AAUP Joint Statement on Rights and Freedoms of Students and seeks to regulate student conduct only in those areas relevant to the College's function as an academic institution.

## RESIDENTIAL LIFE

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All full-time, matriculated students are required to reside in College-operated housing and participate in a College board plan. Part-time students desiring College housing will be accommodated if space permits. Most Dickinson students remain on campus on weekends, choosing to take part in the wide range of co-curricular and extracurricular activities offered by the College under the auspices of academic departments and the Division of Educational Services and Student Affairs.

Full-time professionals on the Educational Services staff provide leadership for the residential life program; three of them live in apartments on campus. In addition, a student staff of approximately 50 resident advisers and community advisers provides support and assistance to students living in the residence halls. In order to meet the changing needs of students through their years at Dickinson, housing options range from residence halls with 40 to 200 students to small houses, suites, and apartments. The majority of residences are co-ed. Most students live in double, triple or quad rooms; a few live in single rooms.

Several smaller residence halls and houses are organized in support of special interests. Learning communities are encouraged, and students who wish to live together in a student directed learning community and participate in programming related to a particular theme may apply. For housing purposes, Greek-letter social organizations are considered student directed learning communities. A College Housing Board composed of faculty, students, and administrators establishes criteria and assigns space as available for groups on a biannual basis.

Resident students may choose between two board plans (included in the room and board fee) and dine cafeteria style. Students can use their meal cards and declining balance accounts at different times throughout the day at the Underground Coffee Bar and the Union Station Snack Bar.

## STUDENT ACTIVITIES

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Students at Dickinson participate in an impressive array of activities including contributing significantly to the all-College committees. There are tremendous opportunities for students to develop and strengthen their values and interests through intellectual, athletic, cultural, and social experiences. Determining budget priorities for student organizations, establishing campus policies, and interviewing candidates for faculty and administrative positions provide students with meaningful learning experiences and involve them in the decision-making process of the College.

The Student Senate is the student representative governing body. Members are elected annually based on residential districts. The officers and senators serve as liaisons with the administration and faculty and as



student representatives on all-College committees.

Through allocation of the Student Activities Fee, the Student Senate funds a number of student organizations which support the common interests and activities of their members and provide seminars, speakers, tournaments, trips, and programs for the entire campus community. As initiators, officers, chairpersons, and committee members of organizations, students develop and exercise interpersonal and organizational skills while creating their own recreation and entertainment. The Office of Student Activities provides resources and support for student involvement. Bus trips to New York City, Philadelphia, and Washington D.C. are offered throughout the year and often include musical performances and visits to museums.

**Greek Life** Approximately 40% of eligible students (sophomores, juniors and seniors) participate. Dickinson's nine national fraternities, including Beta Theta Pi, Delta Sigma Phi, Kappa Sigma, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi, and five sororities, including Delta Delta Delta, Delta Nu (local), Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi. Fraternities and sororities are governed by the Interfraternity Council and the Panhellenic Council respectively.

## A DIVERSE COMMUNITY

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As an institution of higher education, Dickinson College recognizes that breadth and depth in the pursuit of learning is enhanced by diversity within the student body, faculty, and administration. The quality of an education depends not only on the subject matter taught and the quality of the teaching, but also on the people with whom students share their learning experiences. Regular dialogue among students, teachers, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus population. The more heterogeneous the participants—racially, culturally, economically, and otherwise—the wider is the range of ideas and perspectives.

A multicultural presence within a campus population makes possible a particularly significant kind of diversity. Students, faculty, and administrative staff who represent multicultural groups enable the college community to experience first hand the racial and ethnic variety of the society in which graduates of Dickinson will live and work. A multicultural presence helps all students better understand the problems and rewards of living with diverse groups. Familiarity with and increased sensitivity toward the cultural heritage, viewpoints, and values of diverse groups in society encourages growth in one's personal viewpoints and values.

The College, therefore, is strongly committed to recruiting students from historically under-represented groups. It seeks actively, through an Affirmative Action program, to appoint minority people and women to faculty, administrative, and staff positions. Several offices, groups, and organizations on campus work to promote diversity at the College. Among these are the office of an associate dean of Educational Services which coordinates campus diversity efforts; the Office of Multicultural Affairs which is a resource center for all students who wish to broaden their view of the world and/or enrich their cultural experiences; Allies, a group of faculty, administrators, and students concerned with issues of sexual orientation that provides resources for gay, lesbian, and bisexual members of the Dickinson community and general campus programming on these issues; and a presidentially-appointed Commission on Diversity which seeks to encourage a climate favorable to diversity on campus. This climate constitutes an academic, cultural, and social environment celebrating a pluralism of ideas, values, and manners of living.

## CAMPUS DIVERSITY PROGRAMS

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An Associate Dean of Educational Services assists in the coordination of the College's programs that address issues of diversity in the curricular, co-curricular and extra-curricular lives of students. Diversity at Dickinson includes the full range of human difference. Our focus is both domestic and international and includes consideration of race, class, gender, religion, sexual orientation and other issues.



**Multicultural Affairs** The Office of Multicultural Affairs is charged with affirming Dickinson's commitment to racial, ethnic, and cultural diversity and serves as a resource center for all students, faculty, and staff at the College. It provides campus community members with opportunities to broaden their views of the world and enrich their cultural experiences. With the assistance of a student staff, the office publishes a bimonthly newsletter, *Diversity in Demand*, containing articles dealing with diversity issues, news and events, employment opportunities, and scholarship information. It also provides students an outlet for voicing their opinions. The office houses the Martin Luther King Jr. Library which contains books, magazines, and scholarly journals that focus on diversity in education and in our society.

The Office of Multicultural Affairs sponsors a variety of speakers, programs, activities, and diversity training workshops geared towards promoting cultural pluralism. These programs include Hispanic Heritage Month, Multicultural Fair Week, Kwanzaa, Black History Month, Women's History Month, Asian Heritage Month, National Coming Out Day, and a book club. The director serves as a member of the President's Commission on Diversity which is charged with proposing changes regarding diversity programs and fostering an environment conducive to positive interaction among diverse populations. In addition, the office works with the faculty to propose curricular and co-curricular activities that will enhance diversity at the College, both in the classroom and on the campus at large.

The office provides support to several student organizations including the African American Society, Asian Social Interest Association, Latin American Club, Multicultural Club, House of Umoja, Middle Eastern Club, Allies, and Amnesty International. These Student Senate funded organizations provide a variety of programs for the campus that are culturally enriching and educational. Together the office and the student organizations build a supportive environment for individuals with diverse backgrounds.

The director provides community outreach through PEER (Program for Education, Enrichment, and Recreation). PEER is a summer enrichment program for 8-12 year old community children provided through a partnership between Dickinson College and the United Way of the Greater Carlisle Area.

**Religious Affairs** From its founding, Dickinson College has encouraged respect for spiritual and moral values and practices. The College treasures its religious diversity and the richness this diversity brings. Students are encouraged to examine their own and others' religious heritages through courses in the Department of Religion and through programs sponsored by the program coordinator for religious affairs. Dickinson Christian Fellowship, Hillel, and the Interfaith Dialogue are student organizations that support students' faith traditions. Dickinson Christian Fellowship meetings and small groups, Roman Catholic Mass, and Jewish Shabbat services are held weekly. Numerous programs highlight special holiday seasons. An interfaith chapel on the ground floor of Old West, Durbin Oratory serves as a place for meditation or small worship services.

**Zatae Longsdorff Center for Women** The Zatae Longsdorff Center for Women, named after the College's first female student, was established in 1984 by a group of Dickinson faculty in order to raise awareness of women's issues on campus. Today the center provides a place for men and women to openly discuss ideas, interests, and experiences. The center sponsors many events including lectures, films, informal weekly discussion, Sexual Assault Awareness Week, and Women's History Month, and supports events in the Carlisle community. The Center and its programs are open to the entire Dickinson community.



## CAREER DEVELOPMENT AND ADVISING CENTER

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**The Career Development and Advising Center** provides a full range of career information and assistance to all students including career and graduate school advising, field experience and internship programs, recruiting, and volunteer programs. Students are encouraged to visit the Career Development and Advising Center throughout their four years at Dickinson to take advantage of all the opportunities available. Alumni may use most of the services as well.

**Career and Recruiting Services** Services include career counseling, career assessment, resume-writing and cover letter assistance, practice interviews, alumni connections, and an extensive career library with a complete section on international employment. Workshops are held throughout the year on such topics as international employment, summer jobs, getting into graduate school, and choosing a career.

A full recruiting program is available to seniors. In addition to the on-campus recruiting program which attracts employers from government, business, educational, and nonprofit settings, the Career Development and Advising Center sponsors several off-campus recruiting days in Boston, Chicago, New York, Philadelphia, San Francisco, and Washington, DC. Students can interview with national corporations and organizations which offer excellent starting positions for liberal arts graduates. A regional job fair with employers from PA, NJ, and the MD/DC area is held annually in the spring. Students interested in the recruiting programs should work closely with the Career Development and Advising Center staff in preparing their resumes, cover letters, and other application materials.

**Internships and Field Experience** Internships are an excellent way to explore career choices and gain experience valued by employers and graduate schools. The Career Development and Advising Center coordinates a flexible program which offers students three options: non-credit field experiences or two types of credit-bearing internships sponsored by faculty members or through the Career Development and Advising Center. Students who wish to receive credit for their experiences may choose between a faculty-sponsored internship or the internship seminar. See page 98 for further information.

The Field Experience program gives students the opportunity to acquire experience in a variety of community settings including businesses, government agencies, and nonprofit organizations. Field experiences are flexible in terms of length and time of commitment and do not offer credit. Volunteer activities are part of the field experience program and include literacy training, tutoring children, visiting nursing homes, and working in a soup kitchen.

**Graduate and Professional School Advising** Students planning to attend graduate or professional schools should seek the advice of their academic adviser and other faculty members as well as contacting the Career Development and Advising Center. Preprofessional advisers in the areas of law, business, and health professions are available to assist students with the decision-making process. The preprofessional programs are designed to support students in planning a curriculum and other experiences which will enhance their potential for successful entry into the graduate or professional school. The Committee for Health Professions, for example, monitors students through their progress at Dickinson, writes letters of recommendation for the student, and provides ongoing support and guidance. Students pursuing these fields are encouraged to meet regularly with the preprofessional adviser or the Career Development and Advising Center contact person.

The Career Development and Advising Center offers a number of services and programs to assist students in their graduate and professional school search, including:

- A comprehensive library of graduate and professional school materials, including guides to graduate programs, information on the standardized tests, and catalogs from major schools and computerized database of graduate programs.
- Counseling and assistance with applications.
- Assistance with the standardized tests. Complete information including registration booklets and study



materials are available at the Center.

- Sponsorship of annual graduate school fair, in conjunction with several other colleges.

Dickinson College maintains an ongoing linkage with several graduate programs that give our students an advantage in the admissions process. Current programs include the international management programs at the Monterey School of International Management and the American Graduate School of International Management (Thunderbird), and an accounting program through the Rutgers University MBA in professional accounting; the joint Dickinson College/Dickinson School of Law program; and the binary engineering program with the University of Pennsylvania Rensselaer Polytechnic Institute, and Case Western University. Specific information about these and other programs is available at the Career Development and Advising Center.

## COUNSELING AND DISABILITY SERVICES

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The Counseling and Disability Services Center is dedicated to the enhancement of students' healthy personal development. Professional and paraprofessional staff offer outreach services, individual counseling and confidential individual and group counseling sessions which help students with both general developmental issues and with specific personal or interpersonal difficulties.

A board-certified psychiatrist is available for students needing evaluation or medication. Assessment, counseling, and referral are provided for students who may be abusing alcohol or other drugs. In conjunction with the Public Safety Office and the Office of Residential Life, 24-hour services are available for students facing psychological crises.

Dickinson College is firmly committed to the principle of providing reasonable accommodation for disabled students. To obtain information about documentation required to establish a disability or information about services available to students with physical or learning disabilities, please contact the coordinator of services for students with disabilities in the Office of Counseling and Disability Services.

## STUDENT HEALTH SERVICES

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Registered nurses, nurse practitioners, and physicians staff the Health Center which provides the following services: primary health care for ill or injured students, gynecological services, limited laboratory services, administration of allergy injections, self-care center for colds, referrals to community specialists as needed, etc.

The College health educator offers programming and coordinates a variety of health-related programs. Educational programs include such topics as alcohol awareness, sexually transmitted diseases, assertiveness, smoking cessation, and CPR.

Carlisle Hospital is within walking distance of the College. The emergency department is open and staffed 24 hours a day. The Public Safety Office will provide transportation to and from the hospital if necessary.

## PUBLIC SAFETY

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The Dickinson campus is protected by modern security technology and a staff of seven full-time uniformed and armed public safety officers. All public safety officers give daily reports to the Department of Physical Plant on security-related items after nightly rounds and checks of all campus facilities and grounds. The residential life staff also turns in requests for repairs to locks, doors, and windows, as well as for general maintenance. A summary of major and minor offenses which are known to the Dickinson College Department of Public Safety during the most recent three-year period is available upon request by currently enrolled students, employees, and candidates who have submitted a formal application for admission to the College. To receive a copy, write to the Admissions Office or the Human Resource Services



Office, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896.

The Public Safety Office prepares a booklet on security concerns and emergency procedures that is provided to all students soon after they arrive on campus. The *Student Handbook and Planner* and the *Student Code of Conduct* provides further information on student life policies and services. The department also has programs to educate community members on safety.

**Residence Hall Security** All College housing facilities are locked, requiring use of a key or keycard, 24 hours a day. Visitors, student and nonstudent, may call the persons they are visiting from a telephone intercom system outside most buildings, to gain access. Windows have locks and some ground floor windows have security screens. All student rooms have individual locks for use by the occupants. During vacation periods, outside door locks are plugged to prevent the use of ordinary keys when the buildings are closed.

Four full-time professional staff members supervise a paraprofessional staff of 55 students. Residence hall staff receive training in using the in-house alarm systems for perimeter doors, and responding to emergencies. Staff members inform residents about the dangers of walking alone at night, and the wisdom of keeping doors locked. Students are encouraged to contact the Public Safety Office if they believe they see or have seen someone suspicious.

**Notification** In the event of a serious security incident, notice is circulated to the entire campus community by the dean of educational services. Notices are placed in College mail boxes and are reported in the student newspaper. All crimes committed at Dickinson College are reported to the Pennsylvania State Police in an annual uniform crime report. A close working relationship with the Carlisle Police Department is maintained, and relevant information is exchanged routinely. An activity log is maintained in the Public Safety Office. The log includes the names and addresses of those charged with crimes. Incidents are listed with time references and locations. The names and addresses of victims, complainants and witnesses are not included.



# STUDENT ORGANIZATIONS

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## Athletics - Team Sports:

Men's Baseball  
 Men's Basketball  
 Men's Cross Country  
 Men's Football  
 Men's Golf  
 Men's Indoor/Outdoor Track & Field  
 Men's Lacrosse  
 Men's Soccer  
 Men's Swimming  
 Men's Tennis  
 Women's Basketball  
 Women's Cross Country  
 Women's Field Hockey  
 Women's Golf  
 Women's Indoor/Outdoor Track & Field  
 Women's Lacrosse  
 Women's Soccer  
 Women's Softball  
 Women's Swimming  
 Women's Tennis  
 Women's Volleyball

## Athletics - Club Sports:

Cheerleading Squad  
 Equestrian Club  
 Fencing Club  
 Ice Hockey Club  
 Ski Club  
 Men's Volleyball Club  
 Ultimate Frisbee Club

## Community Service:

Alpha Phi Omega  
 America Reads  
 Best Buddies  
 Big/Little Program  
 Carlisle Tutoring Program  
 Circle K  
 Habitat for Humanity  
 Admissions Host/Hostess Program  
 Adopt-A-Grandparent  
 Special Kids

## Non-Academic Honorary Societies:

Omicron Delta Kappa  
 Raven's Claw  
 Wheel and Chain

## Language Interest:

French Club  
 German Club  
 Italian Club  
 Russian Club  
 Spanish Club

## Media:

*Microcosm* Yearbook  
*The Dickinsonian* Newspaper  
 WDCV 88.3 FM

## Performing Arts:

Accoustix  
 Chamber Music \*  
 College Choir \*  
 College-Community Orchestra \*  
 Dance Theatre Group \*  
 Collegium \*  
 Handbell Choir  
 Jazz Ensemble \*  
 Looking Glass Theater  
 Mermaid Players \*  
 The Octals  
 The Syrens  
 Symphonic Band \*

## Religious:

Baptist Campus Ministry  
 Catholic Campus Ministry  
 Episcopal Campus Ministry  
 Hillel  
 Lutheran Campus Ministry  
 Presbyterian Campus Ministry  
 United Methodist Campus Ministry

\* indicates professionally directed co-curricular program



**Special Interest:**

AAIDS  
African American Society  
All-College Formal Committee  
Allies  
Amnesty International  
Anthropology Club  
Asian Social Interest Association  
Astronomy Club  
BACCHUS  
Belles Lettres \*  
Biology Club  
Campus Activities Board  
Chemistry Club  
College Bowl  
College Democrats  
College Republicans  
Concert Committee  
D-Club  
Earth Now!  
Foreign Students Association  
Geology Club  
Latin American Club  
Mathematics and Computer Science Club  
Middle Eastern Club  
Multicultural Club  
Outing Club  
Psychology Club  
Public Affairs Symposium  
Society for Law and Justice  
Speech and Debate Team  
Springfest Committee  
Student Alumni Council  
Student Health Advisory Committee  
Students for a Free Tibet  
Students for Animal Welfare  
Treehouse  
Zatae Longsdorff Center for Women

\*indicates professionally directed co-curricular program



# DIRECTORY 1999-2000

## BOARD OF TRUSTEES

The year of first election to the Board of Trustees appears to the left of each board member's name. Information is correct as of June 30, 1999.

### OFFICERS

John J. Curley, '60, B.A., M.S.	<i>Chairman</i>
Earl D. Weiner, '60, B.A., LL.B.	<i>Vice Chairman</i>
M. Charles Seller, '55, B.A., M.A.	<i>Secretary</i>
Annette Smith Parker, '73, B.A., M.B.A.	<i>Treasurer</i>
Paul T. Riggs, '85, B.A., M.A., Ph.D.	<i>Assistant Secretary</i>

### MEMBERS EX OFFICIO

1999	William G. Durden, '71, B.A., M.A., Ph.D., <i>President of the College</i> , Carlisle, PA
1998	William P. Lincke, '73, B.A., J.D., <i>Chairman of the Board of Advisors</i> ; Partner, Beatty, Cramp, Kauffman & Lincke, Media, PA
1999	Richard A. Levie, '66, B.A., J.D., <i>President of the Alumni Council</i> , Presiding Judge, Civil and Multi-Door Dispute Resolution Divisions of the Superior Court, Washington, DC
1997	Gregory E. Zimmerman, '83, B.A., J.D., <i>Past President of the Alumni Council</i> , Senior Assistant General Counsel, The Howard Hughes Corp., Las Vegas, NV

### EMERITUS MEMBERS

1948	*Samuel W. Witwer, Sr., '30, Ph.B., J.D., L.H.D., S.J.D., LL.D., Senior Partner, Witwer, Burlage, Poltrok & Giampietro, Chicago, IL. <i>Honorary President of the Board</i>
1982	Joseph D. Brenner, '39, Ph.B., M.B.A., Retired Chairman of the Board, AMP, Inc., Carlisle, PA
1967	Robert W. Chilton, '38, B.A., Business Consultant, Carlisle, PA
1959	John Milton Davidson, '33, B.A., M.Ed., Sales and Management Consultant, O'Haret Co. and C. D. Stewart Associates, Radnor, PA
1991	H. Chace Davis, Jr., '50, B.A., Managing Director, Chapin, Davis & Co., Inc., Baltimore, MD
1958	**William S. Jenkins, '31, Ph.B., LL.B., Retired Chairman of the Advisory Board, First National Bank of Maryland, Cumberland, MD
1954	W. Gibbs McKenney, '39, Ph.B., J.D., LL.D., D.H.L., Retired Senior Partner, McKenney, Thomsen & Burke, Baltimore, MD
1983	John F. Peters, '52, B.A., President, Peters, Orchard, Gardners, PA
1980	Wilbur M. Rabinowitz, '40, Ph.B., J.D., Retired President, J. Rabinowitz & Sons, Inc., New York, NY
1958	Edward C. Raffensperger, '36, B.S., M.D., Professor of Medicine, Hospital of the University of Pennsylvania, Philadelphia, PA
1982	Otto E. Roethenmund, B.A., President, Inter-Nation Capital Management Corp., New York, NY
1962	Boyd Lee Spahr, Jr., '32, B.A., LL.B., Retired Senior Partner, Ballard, Spahr, Andrews & Ingersoll, Philadelphia, PA
1995	Paul L. Strickler, '51, B.A., Retired Executive Vice President, Sprint/United Telephone-Eastern, Carlisle, PA
1964	***J. William Stuart, '32, B.A., Retired Chairman of the Executive Committee, Pfizer, Inc., Hightstown, NJ

\*Died September 13, 1998

\*\*Died July 14, 1998

\*\*\*Died July 11, 1998



- 1948 Robert A. Waidner, '32, B.A., LL.B., Fin.D., Chairman of the Board, BOBCO, Waidner Corp. and Riderwood Corp., Towson, MD
- 1988 Robert J. Wise, '53, B.A., Retired President, Keypoint Corp., Berwick, PA
- 1966 Harry C. Zug, '34, B.A., M.B.A., Retired Partner, Coopers & Lybrand, Gladwyne, PA
- 1976 Thomas V. Zug, '33, Ph.B., LL.B., Retired Vice President for Trust Administration, Provident National Bank, Philadelphia, Gladwyne, PA

TERM EXPIRES 2000

- 1984 Walter E. Beach, '56, B.A., M.A., Senior Fellow, Helen Dwight Reid Educational Foundation, Washington, DC
- 1978 Henry D. Clarke, Jr., '55, President, Clarke Ice Cream Co., Vero Beach, FL
- 1978; John J. Curley, '60, B.A., M.S., Chairman of the Board and Chief Executive Officer, Gannett Co., Inc., Arlington, VA
- 1984 Sherwood D. Goldberg, '63, B.A., M.A., J.D., Director, Worldwide Associates, Inc., Washington, DC
- 1996 \*R. Lee Holz, '57, B.A., LL.B., Retired Vice President and General Counsel, Aluminum Company of America, Pittsburgh, PA
- 1994 Richard T. Ingram, B.A., M.A., Ed.D., President, Association of Governing Boards of Universities and Colleges, Washington, DC
- 1984 Constance W. Klages, '56, B.A., President, International Management Advisors, Inc., New York, NY
- 1993 W. Scott Peterson, B.A., M.D., Ophthalmologist and Surgeon, OptiCare Eye Health Center, Waterbury, CT
- 1989 Carla Seybrecht Skladany, '61, B.A., Secretary-Treasurer, DuPage Enterprises, Inc., Downers Grove, IL
- 1982 Inge Paul Stafford, '58, B.A., M.A.T., M.A., Ed.D., Licensed Psychologist, Essex Fells, NJ
- 1990 Marc I. Stern, '65, B.A., M.A., J.D., President, TCW Group, Inc., Los Angeles, CA

TERM EXPIRES 2001

- 1981 Robert M. Brasler '58, President, Brasler Realty & Financial Services, Inc., Philadelphia, PA
- 1990 Philip C. Capice, '52, B.A., M.A., Retired President and Chief Executive Officer, Raven's Claw Productions, Inc., Los Angeles, CA
- 1992 David M. Ford, '59, B.A., Partner, Ford Meehan Insurance Services, Massachusetts Mutual Life Insurance Co., Newport Beach, CA
- 1993 Louise Hauer Greenberg, '54, B.S., M.A., Ph.D., Vice President, Ruderfer & Co., Inc., Carlisle, PA
- 1997 George C. Hering III, '53, B.A., LL.B., Senior Partner, Morris, James, Hitchens & Williams, Wilmington, DE
- 1979 Sidney D. Kline, Jr., '54, B.A., LL.B., Counsel, Stevens & Lee, Reading, PA. *Chairman Emeritus of the Board*
- 1995 Jonathan P. Murray, '84, B.A., Vice President and Sales Manager, Legg Mason, Inc., Baltimore MD
- 1983 Byron G. Quann, '61, B.A., Chief Communications Officer, Mashantucket Pequot Tribal Nation, Mashantucket, CT
- 1985 Rosalyn K. Robinson, '68, B.A., J.D., Judge of the Court of Common Pleas, First Judicial District of Pennsylvania, Philadelphia, PA
- 1994 Stuart M. Rosen, '62, B.A., LL.B., Partner, Weil, Gotshal & Manges, New York, NY
- 1975 Jack M. Stover, '70, B.A., J.D., Shareholder, Buchanan Ingersoll, Harrisburg, PA

\*Alumni Trustee



TERM EXPIRES 2002

- 1999 Sackett S. Cook, '62, B.A., Regional Vice President, Sackett Cook & Associates, Towson, MD
- 1986 John C. Goodchild, Jr., '67, B.A., M.B.A., Chairman and Chief Executive Officer, The Weightman Group, Philadelphia, PA
- 1990 Ann Lemkau Houpt, '59, B.A., M.A., Retired Counselor, Middlesex County College, Summit, NJ
- 1994 Byron R. Koste, '64, B.A., M.B.A., Director, Real Estate Center, University of Colorado at Boulder, Boulder, CO
- 1994 Kenneth R. Marvel, '74, B.A., J.D., Chairman and Chief Executive Officer, Petites Choses, Ltd., Dallas, TX
- 1998 David C. Meade, '62, B.A., M.A., Retired Major General, U.S. Army, Burke, VA
- 1994 Eleanor Pocius Merrill, '55, B.A., Associate Publisher, *The Washingtonian*, Capital-Gazette Communications, Inc., Washington, DC
- 1998 \*Francis C. Oglesby, '54, B.A., M.S., Ph.D., Retired Professor of Computer Information Systems, Rider University, Princeton, NJ
- 1990 I. David Paley, '61, B.A., Investor, Madison Partners, New York, NY
- 1991 Lawrence J. Schoenberg, B.A., M.B.A., Retired Founder and Chief Executive Officer, AGS Computers, Inc., Long Boat Key, FL
- 1988 Earl D. Weiner, '60, B.A., LL.B., Partner, Sullivan & Cromwell, New York, NY
- 1971; Emil R. Weiss, '53, B.A., M.B.A., Retired Chairman, Weiss Pollack Capital Management, Glen Ridge, NJ
- 1979

TERM EXPIRES 2003

- 1987 Katharine E. Bachman, '75, B.A., J.D., Senior Partner, Hale & Dorr, Boston, MA
- 1993 Carolyn Wherly Cleveland, '60, B.S., Financial Manager, Greenwich Arts Council, Greenwich, CT
- 1997 Michael P. DeBlasio, B.A., Senior Vice President for Finance, Loral Space Communications, Ltd., New York, NY
- 1986 Paulette Goerig Katzenbach, '68, B.A., Los Angeles, CA
- 1998 John M. Kohlmeier, '56, B.A., M.B.A., Professor of Information Systems, School of Accountancy, DePaul University, Chicago, IL
- 1998 Michele Mahoney Richardson, '85, B.A., New York, NY
- 1997 Bennett M. Shapiro, '60, B.S., M.D., Executive Vice President, Merck & Co., Rahway, NJ
- 1991 C. Stewart W. Spahr, '69, B.A., Newtown Square, PA
- 1999 Alan D. Todd, B.S., Chairman and Chief Executive Officer, KnowledgeSoft, Inc., Mechanicsburg, PA

\*Alumni Trustee



# FACULTY

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The year of first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 30, 1999.

## William G. Durden

*President of the College, Lemuel T. Appold Foundation Chair, Professor of German and of Education (1999).* B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

## Neil B. Weissman

*Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975).* B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-85.*

# FACULTY EMERITI

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The years of first appointment to the College and of retirement appear in parentheses at the end of each individual's title(s). Faculty emeriti are listed according to the highest rank an individual achieved prior to his or her retirement, and then according to the year he or she achieved that rank. When more than one emeritus professor have the same rank at the time of retirement, and achieved that rank on the same date, they are listed according to the year each achieved his or her preceding rank. Information is correct as of June 30, 1999.

## Benjamin D. James

*Richard V. C. Watkins Professor Emeritus of Psychology and Education (1941-1976); Dean of Students (1962-1967); Director of Admissions (1948-1962).* B.A., Dickinson College, 1934; M.A. Bucknell University, 1936; Ph.D., University of Pennsylvania, 1962; LL.D., Dickinson School of Law, 1976.

## Joseph H. Schiffman

*James Hope Caldwell Professor Emeritus of American Studies; Professor Emeritus of English (1958-1979).* B.A., Long Island University, 1937; M.A., Columbia University, 1947; Ph.D., New York University, 1951. *Lindback Award for Distinguished Teaching, 1961-62.*

## Howard C. Long

*Joseph Priestley Professor Emeritus of Natural Philosophy, Professor Emeritus of Physics (1959-1981).* B.A., Northwestern University, 1941; Ph.D., Ohio State University, 1948. *Lindback Award for Distinguished Teaching, 1975-76.*

## William R. Bowden

*Thomas Beaver Professor Emeritus of English Literature (1948-1979).* B.A., Haverford College, 1935; M.A., Duke University, 1937; Ph.D., Yale University, 1948. *Lindback Award for Distinguished Teaching, 1974-75.*

## Paul F. M. Angiolillo

*Charles A. Dana Professor Emeritus of Languages and Literatures (1962-1981).* B.A., Columbia University, 1938; M.A., 1939; Ph.D., 1946; Postdoctoral Studies, University of Geneva, 1946-47; Officer d'Académie, 1956; Officer des Palmes Académiques, 1961. *Lindback Award for Distinguished Teaching, 1964-65. Ganoë Award for Inspirational Teaching, 1974-75.*

## Francis W. Warlow

*Professor Emeritus of English (1947-1975); Acting Dean of Men (1953-1954).* B.A., Johns Hopkins University, 1931; M.A., University of Pennsylvania, 1946; Ph.D., 1959.

## Ray H. Crist

*Professor Emeritus of Chemistry (1963-1971).* B.A., Dickinson College, 1920; Sc.D., 1960; M.A., Columbia University, 1922; Ph.D., 1926.



**William B. Jeffries**

*Charles A. Dana Professor Emeritus of Biology (1959-1994).* B.S., University of Pittsburgh, 1949; M.A., University of North Carolina, 1952; Ph.D., 1955. *Lindback Award for Distinguished Teaching, 1964-65. Gano Award for Inspirational Teaching, 1975-76.*

**Richard H. Wanner**

*Professor Emeritus of Psychology (1946; 1961-1981); Dean of the College (1968-1969; 1971-1974); Associate Dean of the College (1966-1968); Assistant Dean of the College (1965-1967).* B.A., Franklin and Marshall College, 1939; Ed.M., Harvard University, 1940; Ed.D., 1968.

**Philip N. Lockhart**

*Asbury J. Clarke Professor Emeritus of Latin, Professor Emeritus of Classical Languages (1963-1990).* B.A., University of Pennsylvania, 1950; M.A., University of North Carolina, 1951; Ph.D., Yale University, 1959. *Gano Award for Inspirational Teaching, 1968-69, 1972-73, 1980-81.*

**Daniel J. McDonald**

*Professor Emeritus of Biology (1956-1983).* B.S., Siena College, 1950; M.A., Columbia University, 1952; Ph.D., 1955.

**A. Craig Houston**

*Professor Emeritus of Economics (1956-1992).* B.A., Pennsylvania State University, 1951; Graduate School for English Speaking Students, University of Stockholm, 1952; Ph.D., Pennsylvania State University, 1962.

**Bruce R. Andrews**

*Robert Blaine Weaver Professor Emeritus of Political Science (1960-1992).* B.A., Syracuse University, 1950; Ph.D., 1961. *Lindback Award for Distinguished Teaching, 1991-92.*

**Stephen B. Coslett**

*Professor Emeritus of Psychology (1960-1993).* B.S., University of Pittsburgh, 1953; M.A., University of Denver, 1957; Ph.D., 1960.

**William W. Vernon**

*Professor Emeritus of Geology and Anthropology (1957-1991).* B.A., University of New Hampshire, 1952; M.S., Lehigh University, 1955; Ph.D., 1964; M.S., University of Pennsylvania, 1984. *Lindback Award for Distinguished Teaching, 1966-67.*

**K. Robert Nilsson**

*Robert Blaine Weaver Professor Emeritus of Political Science (1962-1990).* B.A., Temple University, 1951; M.A., Johns Hopkins University, 1957; Ph.D., Columbia University, 1964. Certificate of the Institute on International and Comparative Law, 1974. *Lindback Award for Distinguished Teaching, 1963-64.*

**Harry F. Booth**

*Thomas Bowman Professor Emeritus of Religion (1964-1993).* B.A., Harvard College, 1949; S.T.B., Boston University, 1952; Ph.D., 1963. *Lindback Award for Distinguished Teaching, 1966-67. Gano Award for Inspirational Teaching, 1970-71, 1987-88.*

**David F. Brubaker**

*Professor Emeritus of Drama (1956-1985).* B.A., Franklin and Marshall College, 1948. *Lindback Award for Distinguished Teaching, 1967-68.*

**George Allan**

*Professor Emeritus of Philosophy (1963-1996); Dean of the College (1974-1995).* B.A., Grinnell College, 1957; M.Div., Union Theological Seminary, 1960; Ph.D., Yale University, 1963; LL.D., Dickinson College, 1995. *Lindback Award for Distinguished Teaching, 1968-69.*



**Barbara B. McDonald**

*Professor Emerita of Biology (1956-1987)*. B.S., Simmons College, 1948; M.A., Columbia University, 1955; Ph.D., 1957.

**Peter E. Martin**

*Professor Emeritus of Mathematics and Computer Science (1965-1989)*. B.A., Yale University, 1950; M.A., Harvard University, 1951; Ph.D., 1958; Diploma in Comp. Sci., University of Cambridge, 1979.

**Lee W. Baric**

*Professor Emeritus of Mathematics (1964-1995)*. B.S. Dickinson College, 1956; M.S., Lehigh University, 1961; Ph.D., 1966.

**Gerald C. Roper**

*Professor Emeritus of Chemistry (1962-1996)* A.A.. Boston University, 1953; B.A., 1956; Ph.D., 1966. *Ganoe Award for Inspirational Teaching*, 1979-80.

**Daniel R. Bechtel**

*George Henry and Bertha C. Ketterer Professor Emeritus of Religion (1964-1995)*. B.A., Franklin and Marshall College, 1954; B.D., Yale University, 1958; Ph.D., Drew University, 1964. *Lindback Award for Distinguished Teaching*, 1969-70.

**Clarke Garrett**

*Charles A. Dana Professor Emeritus of History (1965-1997)*. B.A., Carleton College, 1956; M.S., University of Wisconsin, 1957; Ph.D., 1961. *Lindback Award for Distinguished Teaching*, 1982-83.

**Paul J. Biebel**

*Professor Emeritus of Biology (1963-1991)*. B.S., University of Notre Dame, 1949; M.S., St. Louis University, 1955; Ph.D., Indiana University, 1963.

**Dennis P. Akin**

*Professor Emeritus of Fine Arts (1969-1992)*. B.F.A., University of Kansas, 1956; M.F.A., University of Colorado, 1958. *Lindback Award for Distinguished Teaching*, 1976-77. *Ganoe Award for Inspirational Teaching*, 1991-92.

**John H. Light**

*Professor Emeritus of Mathematics (1959-1987); Registrar (1966-1969)*. B.S., Lebanon Valley College, 1948; M.S. in Physics, Pennsylvania State University, 1950; M.S. in Engr. Mech., 1957.

**Enrique J. Martinez-Vidal**

*Professor Emeritus of Romance Languages (1965-1996)*. M.A., Temple University, 1960; Ph.D., University of Pennsylvania, 1970. *Dickinson Award for Distinguished Teaching*, 1994-95.

**Robert D. Sider**

*Charles A. Dana Professor Emeritus of Classical Languages (1968-1997)*. B.A., University of Saskatchewan, 1955; M.A., 1956; B.A., Oxford University, 1958; M.A., 1964, Ph.D., 1965. *Lindback Award for Distinguished Teaching* 1973-74. *Ganoe Award for Inspirational Teaching*, 1978-79.

**Ralph L. Slotten**

*Professor Emeritus of Religion (1966-1988)*. B.A., Drake University, 1948; B.D., 1951; M.A., University of Chicago, 1958; Ph.D., 1966.

**Arturo A. Fox**

*William W. Edel Professor Emeritus of Humanities (Spanish); (1966-1998)*. Bachelor of Letters and Sciences, The Friends School, Instituto Pre-universitario de Holguin, Cuba, 1952; Doctor en Derecho, University of Havana, 1960; Ph.D., University of Minnesota, 1971. *Lindback Award for Distinguished Teaching*, 1980-81.



**Neil S. Wolf**

*Professor Emeritus of Physics (1967-1998)*. B.S., Queens College, 1958; M.S., Stevens Institute of Technology, 1960; Ph.D., 1966. *Lindback Award for Distinguished Teaching, 1983-84*.

**A. Lee Fritschler**

*Professor Emeritus of Political Science (1987-1999); President Emeritus of the College (1987-1999)*. B.A., Union College, 1959; M.P.A., Syracuse University, 1960; Ph.D., 1965; LL.D., Dickinson School of Law, 1993; D.P.Sc., Dickinson College, 1999.

**S. Ned Rosenbaum**

*Professor Emeritus of Religion and Classics (1970-1998)*. B.A., Tulane University, 1961; M.A., Brandeis University, 1967; Ph.D., 1974.

**Robert E. Leyon**

*Professor Emeritus of Chemistry (1969-1998)*. B.A., Williams College, 1958; M.A., Princeton University, 1960; Ph.D., 1962.

**Frank R. Hartman**

*Associate Professor Emeritus of Psychology (1960-1994)*. B.S., Pennsylvania State University, 1953; M.S., 1955; Ph.D., 1957.

**Donald R. Seibert**

*Associate Professor Emeritus of Physical Education (1957-1984)*. B.S., George Washington University, 1943; M.A., Columbia University, 1950.

**Yates M. Forbis**

*Associate Professor Emeritus of Library Resources (1965-1987)*. B.S., Appalachian State Teachers College, 1951; M.A., 1955; M.S. in L.S., Columbia University, 1960.

**John L. King**

*Associate Professor Emeritus of Accounting (1959-1983)*. B.A., Princeton University, 1948; M.A., University of Denver, 1950. *Ganoe Award for Inspirational Teaching, 1971-72; 1982-83*.

**Wilbur J. Gobrecht**

*Associate Professor Emeritus of Physical Education (1960-1993)*. B.A., Dickinson College, 1952; M.A. Duke University, 1959.

**James W. Carson**

*Associate Professor Emeritus of History (1956-1991)*. B.S., Miami University, 1948; M.A., 1951.

**J. Forrest Posey, Jr.**

*Associate Professor Emeritus of Music (1962-1993)*. B.M., Hardin-Simmons University, 1951; M.M., University of Texas, 1954; M.A., Harvard University, 1962.

**William R. Schearer**

*Associate Professor Emeritus of Chemistry (1968-1992)*. B.S., Ursinus College, 1957; M.A., Princeton University, 1959; Ph.D., 1963.

**John S. Henderson**

*Associate Professor Emeritus of French (1966-1997); Director of Off-Campus Studies (1973-1997)*. B. A., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966. *Dickinson Academic Professional Award, 1995-96*.

**H. Wade Seaford, Jr.**

*Associate Professor Emeritus of Anthropology (1961-1989)*. B.A., Wheaton College, 1946; Graduate Studies, Escuela Nacional de Antropologia e Historia Mexico, 1948-50; M.A., Harvard University, 1964; Ph.D., 1971.



**Cordelia M. Neitz**

*Associate Professor Emerita of Library Resources (1963-1976)*. B.S. in L.S., Syracuse University, 1931; M.S. in Ed., Temple University, 1968.

**Jack R. Stodghill**

*Associate Professor Emeritus of Mathematics (1967-1998)*. B.A., Wabash College, 1957; M.S., Purdue University, 1960; M.S., Florida State University, 1975; Ph.D., Brown University, 1971.

**Richard M. Lane**

*Associate Professor Emeritus of Biology (1967-1995)*. B.S., Loyola College, 1959; M.S., University of Maryland, 1963; Ph.D., 1969.

**Dorothy W. Culp**

*Associate Professor Emerita of English (1970-1990)*. B.A., Muskingum College, 1952; M.A., University of Pennsylvania, 1956; Ph.D., Columbia University, 1967.

**Kathleen W. Barber**

*Physical Educator Emerita (1960-1987)*. B.A., Syracuse University, 1947.

**Andrés Suris**

*Associate Professor Emeritus of Spanish (1973-1984)*. Licenciado en Derecho, Universidad de Barcelona, 1941; M.A., University of Minnesota, 1968; Ph.D., 1972.

**Marcia B. Conner**

*Associate Professor Emerita of English (1964-1981)*. B.A., Cornell College, 1947; M.A., Columbia University, 1949.

**Marjorie A. Fitzpatrick**

*Administrative Coordinator for Internships Emerita (1980-1998)*; *Assistant Professor of French (1975-1979)*; *Associate Professor of French (1980-1998)*; B.A., College of Our Lady of the Elms, 1957; M.A., Smith College, 1959; Ph.D., University of Toronto, 1968.

**Lee Ann Wagner**

*Physical Educator Emerita (1952-1961; 1966-1987)*. B.S., Pennsylvania State University, 1948.

**William J. Nickey**

*Physical Educator Emeritus (1966-1993)*. B.S., West Chester State College, 1957; M.Ed., 1968.

**Isingard M. Woodworth**

*Assistant Professor Emerita of Library Resources (1969-1982)*. B.A., University of California at Berkeley, 1968; M.L.S., 1969; M.A., Pennsylvania State University, 1977.

**Joan M. Bechtel**

*Librarian Emerita (1971-1995)*. B.A., Wilson College, 1955; M.S. in L.S., Drexel University, 1971; M.A., University of Pennsylvania, 1978. *Dickinson Academic Professional Award, 1991-92*.

**Martha C. Slotten**

*Librarian and College Archivist Emerita (1974-1987)*. B.A., Earlham College, 1943; M.A., University of Wisconsin, 1950; M.A., Shippensburg State University, 1981.

**Ella M. Forsyth**

*Librarian Emerita (1981-1994)*. B.M., Oberlin College, 1953; M.M., Mount St. Mary's College, 1964; M.L.S., University of California at Los Angeles, 1976.



# TEACHING FACULTY

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The year of first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 30, 1999.

**Mark C. Aldrich**

*Associate Professor of Spanish, Director of the Dickinson Semester/Year Program in Malaga, 1998-2000 (1991).* B.A., Hamilton College, 1981; M.A., Ph.D., University of Massachusetts, 1991.

**Cathleen E. Anderson**

*Assistant Professor of Spanish and Portuguese (1996).* B.A., Dickinson College, 1988; M.A., Pennsylvania State University, 1990; Ph.D., 1996.

**Martha E. Ayuk**

*Visiting International Scholar (1999).*

**Teresa A. Barber**

*Associate Professor of Psychology (1993).* B.A., California State University at Fresno, 1979; M.A. University of California at Berkeley, 1984; Ph.D., 1987.

**Charles A. Barone**

*Professor of Economics (1975).* B.A., American University, 1971; Ph.D., 1978.

**Catherine A. Beaudry**

*Associate Professor of French (1987).* B.A., Catholic University, 1975; M.A., Columbia University, 1980; M. Phil., 1985; Ph.D., 1987.

**William K. Bellinger**

*Associate Professor of Economics (1981).* B.A., Michigan State University, 1972; M.S., Cornell University, 1975; Ph.D., Northwestern University, 1985.

**Ashfaq Bengali**

*Assistant Professor of Chemistry (1995).* B.A., Carleton College, 1986; Ph.D., University of Minnesota, 1992.

**Gordon S. Bergsten**

*Associate Professor of Economics (1984).* B.A., University of Washington, 1963; M.A., University of California at Berkeley, 1965; Ph.D., 1977. *Ganoe Award for Inspirational Teaching, 1997-98.*

**Robert J. Bird**

*Assistant Professor of Russian (1998).* B.A., University of Washington, 1991; Ph.D., Yale University, 1998.

**<sup>1</sup>John Bloom**

*Assistant Professor of American Studies (1995).* B.A., University of California at Davis, 1984; M.A., University of Minnesota, 1987; Ph.D., 1991.

**Jennifer Blyth**

*Artist Faculty in Piano (1997).* B. Mus., Western Australia Conservatorium of Music, 1990; M. Mus., Eastman School of Music, 1993; D. Mus., 1997.

**Marcelo Borges**

*Assistant Professor of History (1997).* Licenciado en Historia, Universidad Nacional de La Plata, 1988; Professor en Historia, 1988; Ph.D., Rutgers University, 1997.

**Russell Bova**

*Associate Professor of Political Science (1982).* B.A., State University of New York at Buffalo, 1977; M.A., Indiana University, 1980; Ph.D., 1985.

<sup>1</sup>On leave 1999-2000



<sup>1</sup>Robert J. Boyle

*Associate Professor of Physics and Astronomy (1981)*. B.A., Princeton University, 1971; M.Phil., Yale University, 1976; Ph.D., 1981.

Grant W. Braught

*Instructor in Computer Science (1997)*. B.S., Dickinson College, 1990. M.S., Pennsylvania State University, 1995.

<sup>1</sup>Thomas M. Brennan

*Professor of Biology (1978)*. B.S., University of Illinois, 1965; M.S., Rutgers University, 1975; Ph.D., 1977.

Katharine S. Brooks

*Associate Professor of International Studies, Director of Career Development and Advising (1984)*. B.A., Gettysburg College, 1976; M.S., West Virginia University, 1979; Ph.D., 1989.

JoAnne Brown

*Associate Professor of History, Associate Dean of the College, (1999)*. B.A., Yale University, 1976; M.A. in History, University of Wisconsin at Madison, 1980; M.A. in Educational Policy, 1981; Ph.D., 1985.

<sup>1</sup>Barbara J. Brunner

*Associate Professor of Spanish (1990)*. B.A., Albright College, 1979; M.A., University of Pennsylvania, 1984; Ph.D., 1990.

Truman C. Bullard

*Professor of Music (1965)*. B.A., Haverford College, 1960; M.A., Harvard University, 1963; Ph.D., University of Rochester, 1971. *Lindback Award for Distinguished Teaching, 1970-71. Gano Award for Inspirational Teaching, 1992-93.*

Robert W. Cavenagh, Jr.

*Associate Professor of Fine Arts and Education, Director of Instructional Technology (1972)*. B.A., Princeton University, 1965; M.Ed., University of Virginia, 1970; Ph.D., Indiana University, 1988.

Linda M. Chalk

*Assistant Professor of Psychology, Assistant Director of Counseling (1996)*. B.A., Kalamazoo College, 1991; M.A., University of Notre Dame, 1994; Ph.D., 1996.

John-Paul Checkett

*Assistant Professor of Psychology, Assistant Director of Counseling (1996)*. B.A., University of Notre Dame, 1989; M.A., 1993; Ph.D., 1994.

<sup>1</sup>Walter Chromiak

*Associate Professor of Psychology (1979)*. B.A., Temple University, 1974; Ph.D., 1979.

Laurel Cohen-Pfister

*Visiting Assistant Professor of German (1998)*. B.A., University of Florida, 1979; M.A., 1982; Ph.D., University of California at Los Angeles, 1990.

David D. Commins

*Associate Professor of History (1987)*. B.A., University of California at Berkeley, 1976; Ph.D., University of Michigan, 1985.

Daniel G. Cozort

*Associate Professor of Religion (1988)*. B.A., Brown University, 1976; M.A., University of Virginia, 1983; Ph.D., 1989.

R. David Crouch, Jr.

*Assistant Professor of Chemistry (1994)*. B.A., Duke University, 1978; M.S., Shippensburg University, 1985; M.A., Johns Hopkins University, 1988; Ph.D., 1991.

<sup>1</sup>On leave 1999-2000



**Duncan C. Currier**

*Assistant Professor of Military Science (1999)*. B.S., Norwich University, 1980; M.A., West Virginia University, 1992; Major, Air Artillery, U.S. Army.

**Sue A. Daggett**

*Instructor in Education (1998)*. B.S., Ithaca College, 1978; M.S., Syracuse University, 1982.

**Ward L. Davenney**

*Associate Professor of Fine Arts (1992)*. B.F.A., San Francisco Art Institute, 1977; M.F.A., Yale University, 1982.

**Sylvie G. Davidson**

*Professor of Romance Languages and Literatures (1979)*. Licence-ès-Lettres, Université de Montpellier, 1967; Maitrise d'Italien, 1968; Doctorat de Troisième Cycle, 1978. *Ganoe Award for Inspirational Teaching*, 1995-96.

**Barbara A. Diduk**

*Professor of Fine Arts (1980)*. B.A., College of William and Mary, 1973; M.F.A., University of Minnesota, 1978.

**Mara E. Donaldson**

*Associate Professor of Religion (1990)*. B.A., Wilson College, 1971; M.A., Vanderbilt University, 1974; Ph.D., Emory University, 1984. *Dickinson Award for Distinguished Teaching*, 1998-1999.

**Leonidas Donskis**

*Visiting International Scholar (1998-1999)*.

**Bonnie B. Dowdy**

*Assistant Professor of Psychology (1995)*. B.A., St. Norbert College, 1969; M.A., Duke University, 1970; M.S., Virginia Commonwealth University, 1992; Ph.D., 1994.

**Richard E. Dunn**

*Visiting Instructor in Political Science (1997)*. B.A., Emory University, 1989; M.A., University of Georgia, 1993.

**William G. Durden**

*Professor of German and of Education, President of the College, Lemuel T. Appold Foundation Chair (1999)*. B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Elena Dúzs**

*Assistant Professor of Russian (1997)*. M.A., Moscow State University, 1985; M.A., Ohio State University, 1988; Ph.D., 1996.

**Cyril W. Dwiggin**

*Associate Professor of Philosophy (1970)*. B.A., Aquinas Institute, 1955; M.A., 1956; Ph.D., Northwestern University, 1978.

<sup>4</sup>**John R. Eaken**

*Senior Artist Faculty in Music (1992)*. B.S., Messiah College, 1972; M.A., Temple University, 1974.

**Beverly D. Eddy**

*Professor of German (1973;1983)*. B.A., College of Wooster, 1962; M.A., Indiana University, 1964; Ph.D., 1970.

**Jennifer M. Elick**

*Visiting Instructor in Geology (1999)*. B.S., Temple University, 1993; M.S., Kansas State University, 1995.

<sup>4</sup>On leave Second Semester 1999-2000 and First Semester 2000-01



**Betsy K. Emerick**

*Associate Professor of English, Dean of Educational Services (1993)*. B.A., Hope College, 1963; M.S., University of Pennsylvania, 1969; Ph.D., University of California at Los Angeles, 1990.

**Ted Emery**

*Assistant Professor of Italian (1997)*. B.A., Trinity College, 1979; M.A., Brown University, 1983; Ph.D., 1985.

**Larry A. Engberg**

*Associate Professor of Psychology (1973)*. B.S., Montana State University, 1968; M.A., University of Colorado, 1972; Ph.D., 1973.

**Kjell I. Enge**

*Associate Professor of Anthropology (1984)*. B.A., Northeastern University, 1964; Ph.D., Boston University, 1981.

**Sabine Engel**

*Instructor in English (1998)*. B.A., University of Hamburg, 1982; M.A., 1990.

**Stephen E. Erfle**

*Associate Professor of International Studies (1989)*. B.S., University of California at Davis, 1977; B.A., 1977; M.A., Harvard University, 1981; Ph.D., 1983.

<sup>1</sup>**Liria C. Evangelista**

*Assistant Professor of Spanish (1997)*. Licenciada en Letras, Universidad de Buenos Aires, 1992; M.S., State University of New York at Stony Brook, 1995; Ph.D., 1996.

<sup>1</sup>**Amy E. Farrell**

*Associate Professor of American Studies (1991)*. B.A., Ohio University, 1985; M.A., University of Minnesota, 1988; Ph.D., 1991.

**Lillian Faschinger**

*Visiting International Scholar and German Writer-in-Residence (First semester 1998-99)*.

**Susan M. Feldman**

*Professor of Philosophy (1980)*. B.A., Case Western Reserve University, 1974; M.A., 1976; M.A., University of Rochester, 1978; Ph.D., 1980.

**R. Leon Fitts**

*Asbury J. Clarke Professor of Classical Studies (1972)*. B.A., Baylor University, 1963; M.A., University of Georgia, 1967; Ph.D., Ohio State University, 1971. *Ganoe Award for Inspirational Teaching, 1976-77*.

**Christopher A. Francese**

*Assistant Professor of Classical Languages (1996)*. B.A., Oberlin College, 1987; M.A., University of Texas at Austin, 1989; Ph.D., 1993.

**Michael J. Fratantuono**

*Associate Professor of International Studies (1988)*. B.A., Brown University, 1974; M.A., University of Rhode Island, 1982; Ph.D., University of Washington, 1988.

**Michael J. Gallagher**

*Assistant Professor of International Studies (1999)*. B.S., Lebanon Valley College, 1992; M.B.A., 1993; Ph.D., University of Toledo, 1998.

**Judy S. Gill**

*Instructor in English, Director of the Writing Center (1984)*. B.A., University of Arizona, 1965; M.A., Cornell University, 1969.

<sup>1</sup>On leave 1999-2000



**Amy L. Ginsburg**

*Associate Professor of Dance (1991)*. B.A., Duke University, 1977; M.A., University of Illinois at Urbana, 1979; Ed.D., Temple University, 1996.

**Philip T. Grier**

*Thomas Bouman Professor of Religion and Philosophy (1980)*. B.A., Swarthmore College, 1964; M.A., Balliol College, Oxford, 1966; Ph.D., University of Michigan, 1972.

<sup>2</sup>**William A. Harms**

*Associate Professor of English (1968)*. B.A., Hope College, 1961; M.A., Michigan State University, 1963; Ph.D., Indiana University, 1971.

**Nancy B. Hastings**

*Professor of Mathematics and Computer Science (1980)*. B.A., Douglass College, 1968; Ph.D., Rutgers University, 1978. *Lindback Award for Distinguished Teaching, 1989-90*.

**Michael K. Heiman**

*Associate Professor of Environmental Studies and Geography (1989)*. B.S., State University of New York at Stony Brook, 1971; M.S., Cornell University, 1975; M.A., University of California at Berkeley, 1978; Ph.D., 1983.

**Lynn E. Holding**

*Artist Faculty in Voice (1993)*. Artist Diploma, Indiana University, 1988.

**John H. Henson**

*Associate Professor of Biology (1989)*. B.A., University of Virginia, 1979; M.S., Florida State University, 1983; Ph.D., Harvard University, 1989.

**Ann M. Hill**

*Associate Professor of Anthropology (1986)*. B.A., Columbia University, 1971; M.A., University of Iowa, 1974; Ph.D., University of Illinois, 1982.

**Sharon L. Hirsh**

*Charles A. Dana Professor of Fine Arts (1974)*. B.A., Rosemont College, 1970; M.A., University of Pittsburgh, 1971; Ph.D., 1974. *Ganoe Award for Inspirational Teaching, 1981-82*. *Lindback Award for Distinguished Teaching, 1990-91*.

**James M. Hoefler**

*Associate Professor of Political Science (1989)*. B.S., Syracuse University, 1977; M.A., State University of New York at Buffalo, 1987; Ph.D., 1988.

**Michael S. Holden**

*Associate Professor of Chemistry (1989)*. B.S., Allegheny College, 1980; Ph.D., Colorado State University, 1985.

**Li Huang**

*Visiting International Scholar (1998-99)*.

**Ellen J. Ingmanson**

*Assistant Professor of Anthropology (1993)*. B.A., University of Colorado, 1980; M.A., University of Oregon, 1981; Ph.D., 1985.

**Etsuko Inoguchi**

*Visiting Instructor in Japanese Language and Literature (1999)*. B.A., Nanzan University, 1996; M.A. University of Wisconsin at Madison, 1998.

<sup>2</sup>On leave First Semester 1999-2000



**Marvin Israel**

*Associate Professor of Sociology (1968).* B.A., City College of New York, 1959.

**Charles A. Jarvis**

*Professor of History (1969).* B.A., DePauw University, 1963; M.A., University of Missouri, 1964; Ph.D., 1969; Diploma de Lengua y Cultura Hispanicas, University of Málaga, 1986.

**Grace L. Jarvis**

*Senior Lecturer in Spanish (1972).* B.A., DePauw University, 1966; M.A., University of Missouri, 1969.

**Dengjian Jin**

*Assistant Professor of International Studies (1997).* B.S., Zhejiang University, 1983; M.S., Huazhong University of Science and Technology, 1986; Ph.D., George Mason University, 1998.

**Carol Ann Johnston**

*Associate Professor of English (1990).* B.A., Baylor University, 1978; M.A., 1980; M.A., Harvard University, 1983; Ph.D., 1992.

**Laurie T. Johnson**

*Visiting Assistant Professor of Economics (1999).* B.A., University of Massachusetts at Amherst, 1990; Ph.D., University of Washington, 1998.

**Elena Kallo**

*Visiting International Scholar (1998-99).*

**Amanda D. Kemp**

*Assistant Professor of English and American Studies (1999).* B.A., Stanford University, 1988; M.A., Northwestern University, 1993; Ph.D., 1997.

**<sup>1</sup>Marcus M. Key, Jr.**

*Associate Professor of Geology (1989).* B.S., University of Texas at Austin, 1983; M.Phil., Yale University, 1986; Ph.D., 1989.

**Bongasu Kishani**

*Fulbright Visiting International Scholar (1998-99).*

**Michael B. Kline**

*William W. Edel Professor of Humanities (French); (1968).* B.A., Rutgers University, 1961; M.A., Brown University, 1962; Ph.D., 1971. *Lindback Award for Distinguished Teaching, 1979-80.*

**Sinan Koont**

*Associate Professor of Economics (1986).* B.A., Park College, 1963; M.S., University of Arkansas, 1966; Ph.D., University of Wisconsin at Madison, 1972; Ph.D., University of Massachusetts, 1987.

**Lorelei Koss**

*Assistant Professor of Mathematics (1998).* B.A., Columbia University, 1989; M.A., 1992; Ph.D., University of North Carolina, 1998.

**Xenia H. Kramer**

*Visiting Assistant Professor of Mathematics (1999).* B.A., University of California at Santa Cruz, 1986; M.S., King's College, 1987; New Mexico State University, 1996.

**David L. Kranz**

*Associate Professor of English (1979); Regional Director of Major Gifts (1994-1997).* B.A., Princeton University, 1964; M.A., University of California at Berkeley, 1971; Ph.D., 1977.

<sup>1</sup>On leave 1999-2000



**Harry D. Krebs**

*Professor of East Asian Studies* (1972). B.A., University of Nebraska, 1963; M.A., Temple University, 1974; Ph.D., 1978. *Lindback Award for Distinguished Teaching*, 1987-88. *Ganoe Award for Inspirational Teaching*, 1988-89.

**Christopher E. Kule**

*Visiting Assistant Professor of Biology* (1999). B.S., Pennsylvania State University, 1990; Ph.D., 1995.

**Timothy A. Lang**

*Associate Professor of History*, (1992). B.A., Williams College, 1977; M.A., University of London, 1978; M.A., Yale University, 1980; Ph.D., 1987.

**Stephanie G. Larson**

*Associate Professor of Political Science* (1992). B.A., University of Central Florida, 1981; M.S., Florida State University, 1983; Ph.D., 1987.

**Dominique Laurent**

*Assistant Professor of French* (1995). Licence, Universite Catholique de Louest, 1978; M.A., Vanderbilt University, 1985; Ph.D., Pennsylvania State University, 1996.

**Kenneth L. Laws**

*Professor of Physics* (1962); *Associate Dean of the College* (1973-1976); *Assistant Dean of the College* (1971-1973). B.S., California Institute of Technology, 1956; M.S., University of Pennsylvania, 1958; Ph.D., Bryn Mawr College, 1962.

**<sup>2</sup>Priscilla W. Laws**

*Professor of Physics* (1965). B.A., Reed College, 1961; M.A., Bryn Mawr College, 1963; Ph.D., 1966. *Sears-Roebuck Teaching Excellence and Campus Leadership Award*, 1989-90.

**Quang Li**

*Visiting International Scholar*, (Second Semester 1998-99).

**Andrea B. Lieber**

*Assistant Professor of Religion* (1998). B.A., Vassar College, 1989; M.A., Columbia University, 1993; M.Phil., 1995; Ph.D., 1998.

**Lisa J. Lieberman**

*Associate Professor of History* (1991). B.A., University of Pennsylvania, 1978; M.A., Yale University, 1980; Ph.D., 1987.

**Lázaro Lima**

*Assistant Professor of Spanish and American Studies* (1998). B.A., Southern Connecticut State University, 1988; M.A., City University of New York, 1990; Ph.D., University of Maryland, 1998.

**Scott A. Link**

*Visiting Assistant Professor of Spanish* (1999). B.A., University of Wisconsin at Madison, 1986; M.A., Duke University, 1989; Ph.D., University of Kansas, 1998.

**Susana P. Liso**

*Visiting Instructor in Spanish* (1999). B.A., Universidad de Navarra, 1990; M.A., Ohio State University, 1993.

**Carol C. Loeffler**

*Associate Professor of Biology* (1988). B.A., Smith College, 1982; Ph.D., Cornell University, 1992.

<sup>2</sup>On leave First Semester 1999-2000



**Karen E. Lordi**

*Visiting Assistant Professor of Theatre (1999)*. B.A., Rutgers University, 1989; M.F.A., Yale University, 1992; D.F.A., 1997.

**John W. Luetzelschwab**

*Professor of Physics (1968)*. B.A., Earlham College, 1962; M.A., Washington University, 1968; Ph.D., 1968.

**Peter M. Lukehart**

*Associate Professor of Fine Arts, Director of the Trout Gallery (1992)*. B.A., Eckerd College, 1977; M.A., Temple University, 1980; Ph.D., Johns Hopkins University, 1988. *Dickinson Academic Professional Award, 1997-98*.

**Lonna M. Malsheimer**

*Professor of American Studies (1975)*. B.A., Pennsylvania State University, 1962; M.A., 1965; Ph.D., University of Minnesota, 1973. *Lindback Award for Distinguished Teaching, 1986-87*.

**Robert J. Massa**

*Professor of Education, Vice President for Enrollment Management and College Relations (1999)*. B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Marc Mastrangelo**

*Assistant Professor of Classical Studies (1997)*. B.A., Amherst College, 1985; M.A., Wadham College, Oxford University, 1988; M.A., Brown University, 1995; Ph.D., 1996.

**Mark N. Mazarella**

*Professor of Military Science (1998)*. B.A., Wilmington College, 1981; M.S., U.S. Army Command and General Staff College at Fort Leavenworth, 1994; Lieutenant Colonel, Aviation, U.S. Army.

**Edward A. McPhail**

*Assistant Professor of Economics (1998)*. B.A., Washington University, 1986; M.A., University of Virginia, 1989; Ph.D., University of Massachusetts, 1999.

**Joseph M. Melcher**

*Visiting Instructor in Psychology (1999)*. B.A., University of Washington, 1984; M.P.I.A., University of Pittsburgh, 1987; M.S., 1994.

**Nancy C. Mellerski**

*Professor of French (1977)*. B.A., State University of New York at Binghamton, 1966; M.A., University of Toronto, 1968; Ph.D., University of Chicago, 1980.

<sup>1</sup>**Craig S. Miller**

*Assistant Professor of Computer Science (1995)*. B.A., B.S., Bowling Green State University, 1987; M.S., University of Michigan, 1989; Ph.D., 1993.

**K. Wendy Moffat**

*Associate Professor of English (1984)*. B.A., Yale University, 1977; M.A., 1979; M.Phil., 1981; Ph.D., 1986. *Ganoe Award for Inspirational Teaching, 1994-95*.

**Windsor A. Morgan, Jr.**

*Assistant Professor of Physics and Astronomy (1994)*. B.A., Harvard College, 1986; Ph.D., Pennsylvania State University, 1994.

**Wolfgang Müller**

*Professor of German (1981)*. Staatsexamen, Humboldt University, 1972; M.A., University of Wisconsin, 1976; Ph.D., 1983.

<sup>1</sup>On leave 1999-2000



**Pernilla M. Neal**

*Assistant Professor of Political Science and International Studies (1992)*. B.A., California State University at San Francisco, 1968; M.A., 1970; M.A., Johns Hopkins University, 1973; M.B.A., American University, 1976; Ph.D., University of Colorado, 1993. *Ganoe Award for Inspirational Teaching, 1996-97*.

**Robert D. Ness**

*Associate Professor of English (1981)*. B.A., Lehigh University, 1966; Ph.D., University of North Carolina, 1981.

**<sup>3</sup>B. Ashton Nichols**

*Professor of English (1988); Associate Dean of the College (1998-1999)*. B.A., University of Virginia, 1975; M.A., 1979; Ph.D., 1984. *Lindback Award for Distinguished Teaching, 1992-93. Ganoe Award for Inspirational Teaching, 1993-94*.

**Susan F. Nichols**

*Associate Professor of Fine Arts, Associate Dean of the College (1977)*. B.A., University of Iowa, 1960; M.A., 1967.

**Jeffrey W. Niemitz**

*Professor of Geology (1977)*. B.A., Williams College, 1972; Ph.D., University of Southern California, 1977.

**Ludmila Niezvankina**

*Visiting International Scholar (1998-99)*.

**Sharon J. O'Brien**

*James Hope Caldwell Professor of American Culture (English and American Studies) (1975)*. B.A., Radcliffe College, 1967; M.A., Harvard University, 1969; Ph.D., 1975. *Lindback Award for Distinguished Teaching, 1985-86*.

**John M. Osborne**

*Associate Professor of History (1979)*. B.A., Rice University, 1974; M.A., Stanford University, 1976; Ph.D., 1979. *Sears-Roebuck Teaching Excellence and Campus Leadership Award, 1990-91*.

**Christopher Owens**

*Visiting Assistant Professor of Theatre (1999)*. B.A., University of Washington, 1977; M.F.A., Southern Methodist University, 1981.

**Tullio Pagano**

*Associate Professor of Italian (1991)*. Laurea in Lettere, Università di Genova, 1981; M.A., University of Oregon, 1987; Ph.D., 1991.

**David P. Paoli**

*Assistant Professor of Francophone Studies, Director of the Dickinson Study Center in Toulouse, 1999-2001, (1996)*. License, Université de Grenoble, 1987; Maitrise, Université de Paris III, 1988; Diplôme, Institut Français de Presse, 1989; M.A., Stanford University, 1991; M.Ed., 1994; Ph.D., 1996.

**Marc A. Pape**

*Visiting Assistant Professor of French (1999)*. B.A., Université D. Abidjan, 1986; M.A., 1987; M.S., Florida State University, 1989; Ph.D., 1998.

**Brian S. Pedersen**

*Assistant Professor of Environmental Science (1998)*. B.S., Harvey Mudd College, 1981; M.S., University of California at Davis, 1988; Ph.D., Oregon State University, 1992.

**Susan Perabo**

*Assistant Professor of English, Writer-in-Residence (1996)*. B.A., Webster University, 1989; M.F.A., University of Arkansas, 1994.

<sup>3</sup>On leave Second Semester 1999-2000



**Lucia Perrotta**

*Visiting Assistant Professor of French* (1997). B.A., Seton Hill College, 1980; M.A., Tufts University, 1982; Ph.D., University of Pittsburgh, 1996.

**Rachel Perry**

*Visiting Instructor in Fine Arts* (1998). B.A., Columbia University, 1989; M.A., Harvard University, 1991.

**Hans Pfister**

*Associate Professor of Physics* (1991). Staatsexam, Eberhard Karls Universitat, 1981; Ph.D., University of California at Los Angeles, 1991.

**Anthony Pires**

*Assistant Professor of Biology* (1993). B.A., Harvard College, 1982; Ph.D., Cornell University, 1990.

**Ronald Pirog**

*Associate Professor of German, Associate Director of International Education* (1987). B.A., University of New Hampshire, 1966; M.A., 1968; Ph.D., University of North Carolina at Chapel Hill, 1983.

**Harold L. Pohlman**

*A. Lee Frietschler Professor of Public Policy, Professor of Political Science* (1983). B.A., University of Dayton, 1974; Ph.D., Columbia University, 1982.

**Noel Potter, Jr.**

*Professor of Geology* (1969). B.A., Franklin and Marshall College, 1961; M.A., Dartmouth College, 1963; Ph.D., University of Minnesota, 1969. *Lindback Award for Distinguished Teaching*, 1978-79.

**Robert W. Pound**

*Assistant Professor of Music* (1998). B.M., University of North Texas, 1992; M.M., The Juilliard School, 1994; D.M.A., 1998.

**Theodore Pulcini**

*Assistant Professor of Religion* (1995). B.A., Harvard College, 1976; M.A., University of Notre Dame, 1979; Th.M., Harvard Divinity School, 1982; Ph.D., University of Pittsburgh, 1994. *Ganoe Award for Inspirational Teaching*, 1998-99.

**Cheri L. Quinn**

*Associate Professor of Education and Director of Teacher Education* (1990). B.A., San Jose State University, 1977; M.S., Oklahoma State University, 1983; Ed.D., 1989.

**John S. Ransom**

*Associate Professor of Political Science; Director of the K. Robert Nilsson Center for European Studies in Bologna, 1998-2000* (1992). B.A., Columbia University, 1986; M.Phil., 1990; Ph.D., 1992. *Dickinson Award for Distinguished Teaching*, 1997-98.

**David W. Reed**

*Assistant Professor of Computer Science* (1994). B.S., Vanderbilt University, 1985; M.S., Duke University, 1988; Ph.D., 1992.

**Thomas L. Reed, Jr.**

*Thomas Beaver Professor of English Literature* (1977). B.A., Yale University, 1969; M.A., University of Virginia, 1971; Ph.D., 1978. *Ganoe Award for Inspirational Teaching*, 1997-98.

**George N. Rhyne**

*Professor of History* (1965). B.A., Davidson College, 1961; M.A., University of North Carolina, 1963; Ph.D., 1968

**Daniel K. Richter**

*Distinguished Scholar, College Archives and Special Collections* (1985). B.A., Thomas More College, 1976; M.A., Columbia University, 1977; M. Phil., 1979; Ph.D., 1984.



**Michael P. Roberts**

*Associate Professor of Biology (1992)*. B.A., Colgate University, 1977; M.S., Miami University, 1979; Ph.D., Yale University, 1988.

**Alberto J. Rodríguez**

*Associate Professor of Spanish (1990)*. B.A., Clark University, 1974; M.A., 1976; Ph.D., Brown University, 1987.

<sup>1</sup>**Gisela M. Roethke**

*Associate Professor of German (1985)*. B.A., Washington State University, 1969; M.A., 1970; Ph.D., Harvard University, 1988.

<sup>1</sup>**Kim L. Rogers**

*Professor of History (1983)*. B.A., Florida State University, 1973; M.A., University of Minnesota, 1976; Ph.D. 1982.

**David M. Rojinsky**

*Assistant Professor of Spanish (1999)*. B.A., University of London, 1982; M.A., University of Michigan, 1994; Ph.D., 1998.

**Dieter J. Rollfinke**

*Professor of German (1964)*. B.S., Rensselaer Polytechnic Institute, 1963; M.A., Columbia University, 1966; Ph.D., Johns Hopkins University, 1977. *Lindback Award for Distinguished Teaching, 1981-82*.

**Susan D. Rose**

*Professor of Sociology (1984)*. B.A., Dickinson College, 1977; M.A., Cornell University, 1982; Ph.D., 1984.

**Kenneth M. Rosen**

*Professor of English (1969)*. B.A., Cornell University, 1959; M.A., San Francisco State University, 1964; Ph.D., University of New Mexico, 1969; Diploma de Lengua y Cultura Hispanicas, University of Málaga, 1986.

<sup>1</sup>**Allan J. Rossman**

*Associate Professor of Mathematics and Statistics (1989)*. B.A., Geneva College, 1984; M.S., Carnegie Mellon University, 1986; Ph.D., 1989.

**J. Mark Ruhl**

*Glenn E. and Mary L. Todd Professor of Political Science (1975)*. B.A., Dickinson College, 1970; M.A., Syracuse University, 1972; Ph.D., 1975. *Lindback Award for Distinguished Teaching, 1988-89*.

<sup>2</sup>**Cindy Samet**

*Associate Professor of Chemistry (1988)*. B.S., Dickinson College, 1982; Ph.D., University of Virginia, 1988.

**Melinda W. Schlitt**

*Associate Professor of Fine Arts (1990)*. B.A., State University of New York at Purchase, 1981; M.A., Johns Hopkins University, 1983; Ph.D., 1991.

**J. Daniel Schubert**

*Assistant Professor of Sociology (1996)*. B.A., Towson State University, 1983; M.A., University of Maryland, 1989; Ph.D., 1995.

<sup>1</sup>**Helen R. Segall**

*Professor of Russian (1976)*. B.S., Simmons College, 1954; Ph.D., Bryn Mawr College, 1974.

**Tyra L. Seldon**

*Instructor of English and American Studies (1999)*. B.A., Butler University, 1995.

<sup>1</sup>On leave 1999-2000

<sup>2</sup>On leave First Semester 1999-2000



**Keith B. Shaw**

*Instructor in Military Science (1999)*. B.S., Nichols College, 1990; Captain, Military Police, U.S. Army.

**Edward J. Siegfried**

*Assistant Professor of Military Science (1996-1999)*. B.S., North Carolina Agricultural & Technical State University, 1988; M.S., Pennsylvania State University, 1998; Captain, Field Artillery, U.S. Army.

**Christopher E. Silva**

*Assistant Professor of Psychology (1995)*. B.A., Trinity College, 1984; M.A., University of Connecticut, 1988; Ph.D., 1990.

**James A. Skelton**

*Associate Professor of Psychology (1981)*. B.A., Washington & Lee University, 1976; Ph.D., University of Virginia, 1981.

<sup>1</sup>**Kristin E. Skrabis**

*Assistant Professor of Economics (1996)*. B.A., St. Lawrence University, 1987; M.S., University of Rochester, 1989; Ph.D., University of Massachusetts at Amherst, 1997.

**James M. Sloat**

*Assistant Professor of Political Science (1996)*. B.A., Washington and Lee University, 1989; M.S., Duke University, 1993; Ph.D., 1998.

<sup>1</sup>**Gregory J. Smith**

*Associate Professor of Psychology (1981)*. B.A., Plymouth State College, 1977; M.A., State University of New York at Buffalo, 1980; Ph.D., 1981.

**T. Scott Smith**

*Professor of Physics and Astronomy (1969)*. B.A., Princeton University, 1963; Ph.D., University of Maryland, 1967.

**Jennifer M. Spear**

*Instructor in History (1999)*. B.A., Hampshire College, 1988; M.A., University of Minnesota, 1993.

**David G. Stahl**

*Visiting Instructor in Computer Science (1999)*. B.A., St. John's College, 1985; M.S., University of North Carolina, 1993.

**Sharon M. Stockton**

*Associate Professor of English and Director of Writing (1991)*. B.A., California State University at Fresno, 1985; M.A., 1987; Ph.D., University of Washington, 1991.

**Rainer Stollman**

*Associate Professor of German, Director of the Dickinson Program in Bremen (1986)*. Staatsexam, Universitat Bremen, 1972; Ph.D., 1977; Ph.D., 1995.

**David G. Strand**

*Professor of Political Science (1980)*. B.A., Lawrence University, 1971; M.A., Columbia University, 1973; M.Phil., 1974; Ph.D., 1979.

**Douglas T. Stuart**

*Robert Blaine Weaver Professor of Political Science and International Studies; Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues (1986)*. B.A., Marist College, 1970; M.A., University of Southern California, 1974; Ph.D., 1979. *Ganoe Award for Inspirational Teaching, 1990-91; Dickinson Award for Distinguished Teaching, 1995-96.*

<sup>1</sup>On leave 1999-2000



**Wakaba Tasaka**

*Assistant Professor of Japanese Language and Literature (1992).* B.A., Nihon University, 1983; M.A., University of Illinois at Urbana-Champaign, 1986; Ph.D., Pennsylvania State University, 1996.

**Barry A. Tesman**

*Theodore and Catherine Mathias Associate Professor of Mathematics (1989).* B.S., Colby College, 1981; Ph.D., Rutgers University, 1989.

**Davis C. Tracy**

*Assistant Professor of Psychology, Director of Counseling and Disability Services (1982).* B.A., Lehigh University, 1970; M.A., University of Connecticut, 1974; Ph.D., University of Tennessee, 1981.

**Ruud van Dijk**

*Visiting Assistant Professor of History (1999).* M.A., University of Kansas, 1990; Ph.D., Ohio University, 1999.

**Stephen Weinberger**

*Robert Coleman Professor of History (1969).* B.A., Northeastern University, 1965; M.A., University of Wisconsin, 1966; Ph.D., 1969.

**Neil B. Weissman**

*Professor of History, Dean of the College, Russell I. Thompson Chair of the Dean of the College (1975).* B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-85.*

**Joyce P. Whitehead**

*Assistant Professor of Chemistry (1997).* B.S., William Smith College, 1987; Ph.D., University of Massachusetts at Amherst, 1993.

**Candie C. Wilderman**

*Professor of Environmental Science (1974).* B.S., Tufts University, 1968; M.A., Harvard University, 1969; Ph.D., Johns Hopkins University, 1984.

**Blake M. Wilson**

*Associate Professor of Music (1993).* B.A., University of California at Berkeley, 1978; M.M., Indiana University, 1982; Ph.D., 1987.

**Robert P. Winston**

*Professor of English; Director of the Dickinson Program in England, 1998-2000 (1979).* B.A., Bates College, 1972; M.A., University of Wisconsin, 1973; Ph.D., 1979.

**Amy E. Witter**

*Assistant Professor of Chemistry (1999).* B.A., Wellesley College, 1987; Ph.D., University of California at Davis, 1996.

**Janet Wright**

*Associate Professor of Biology (1987).* B.S., North Carolina State University, 1970; M.A.T., University of North Carolina, 1974; Ph.D., Cornell University, 1983. *Dickinson Award for Distinguished Teaching, 1996-97.*

**<sup>5</sup>Todd A. Wronski**

*Associate Professor of Theatre (1987).* B.A., Gustavus-Adolphus College, 1978; M.F.A., Trinity University, 1981. Ph.D., University of Minnesota, 1997.

<sup>5</sup>On partial leave 1999-2000



**Rae Yang**

*Associate Professor of Chinese Language and Literature (1990).* Graduate School, Chinese Academy of Social Sciences, 1981; M.A., University of Massachusetts, 1985; Ph.D., 1991.

**Gene M. Yogodzinski**

*Assistant Professor of Geology (1995).* B.S., University of Maine, 1979; M.S., Oregon State University, 1985; Ph.D., Cornell University, 1993.

**Viki Zavales**

*Instructor in Spanish (1996).* B.A. in Humanities and B.A. in Mathematics and Science, Fordham University, 1989; M.A., Johns Hopkins University, 1991.

<sup>2</sup>**Charles F. Zwemer**

*Assistant Professor of Biology (1995).* B.A., Hope College, 1987; Ph.D., Indiana University, 1993.

## ACADEMIC PROFESSIONALS

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The year of first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 30, 1999.

**Robert W. Cavenagh, Jr.**

*Director of Instructional Technology, Associate Professor of Fine Arts and Education (1972).* B.A., Princeton University, 1965; M.Ed., University of Virginia, 1970; Ph.D., Indiana University, 1988.

**Judy S. Gill**

*Director of the Writing Center, Instructor in English (1984).* B.A., University of Arizona, 1965; M.A., Cornell University, 1969.

**Sherry Harper-McCombs**

*Resident Designer (1999).* B.A., Averett College, 1986; M.F.A., Virginia Commonwealth University, 1992.

**James B. Lartin-Drake**

*Technical Director for the Mermaid Players (1974).* B.A., Dickinson College, 1970.

**Ronald Pirog**

*Associate Director of International Education, Associate Professor of German (1987).* B.A., University of New Hampshire, 1966; M.A., 1968; Ph.D., University of North Carolina at Chapel Hill, 1983.

## LIBRARY RESOURCES

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**Julie Bockenstedt**

*Librarian (1997).* B.A., Grinnell College, 1991; M.A., University of Iowa, 1993.

**James W. Gerencser**

*Acting College Archivist (1998).* B.A., Dickinson College, 1993; M.L.S., University of Pittsburgh, 1995; M.A., Shippensburg University, 1997.

**J. Steven McKinzie**

*Librarian (1988).* B.A., East Texas State University, 1975; M.A., East Carolina University, 1982; M.L.S., Vanderbilt University, 1988.

**Kirk Moll**

*Librarian (1996).* B.A., Cook College, Rutgers University, 1978; M.Div., New Brunswick Theological Seminary, 1982; M.S., Columbia University, 1988.

<sup>2</sup>On leave First Semester 1999-2000



**Sue K. Norman**

*Librarian (1980)*. B.A., State University of New York at Albany, 1967; M.A., 1968; M.A., University of Iowa, 1980.

**Kristin S. Senecal**

*Librarian (1988)*. B.A., University of Delaware, 1976; M.S.L.S., University of North Carolina at Chapel Hill, 1977; M.A., Shippensburg University, 1990.

**Yongyi Song**

*Librarian (1997)*. M.A., University of Colorado, 1992; M.L.S., Indiana Univeristy, 1995.

**John C. Stachacz**

*Librarian (1981)*. B.A., University of New Mexico, 1975; M.A., University of Kentucky, 1977; M.S. in L.S., 1978.

## PHYSICAL EDUCATION

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**Darwin P. Breaux**

*Physical Educator (1989)*. B.S., West Chester University, 1977; M.Ed., 1979.

**Brenda T. Clements**

*Physical Educator (1999)*. B.A., Lynchburg College, 1971; M.Ed., 1985.

**Michelle L. Copley**

*Physical Educator (1999)*. B.A., Ohio Wesleyan University, 1992; M.S., Akron University, 1995.

**David N. Frohman**

*Physical Educator (1989)*. B.A., Indiana University, 1972; M.Ed., Xavier University, 1974.

**Charles T. Maloy, Jr.**

*Physical Educator (1997)*. B.A, Hobart College, 1990; M.S, University at Albany of the State University of New York, 1994.

**Donald J. Nichter**

*Physical Educator (1983)*. B.A., Ithaca College, 1979; M.A., Pennsylvania State University, 1983.

**Craig P. Penney**

*Physical Educator (1996)*. B.S., Edinboro University, 1976; M.Ed., Ashland University, 1987.

**Leslie J. Poolman**

*Physical Educator; Director of Athletics (1988)*. B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

**Joel M. Quattrone**

*Physical Educator (1987)*. B.S., Canisius College, 1982; M.S., 1984.

**Julie Ramsey-Emrhein**

*Physical Educator (1986)*. B.S., Lock Haven University, 1983; M.Ed., University of Virginia, 1984.

**Paul L. Richards**

*Physical Educator (1994)*. B.S., Bloomsburg University, 1975; M.S., Indiana University of Pennsylvania, 1990.

**Alison H. Risser**

*Physical Educator (1999)*. B.S., Ohio University, 1994; M.Ed., Frostburg State University, 1997.

**Robert H. Shank**

*Physical Educator (1980)*. B.S., Millersville State College, 1970; M.Ed., University of Virginia, 1979; Ed.D., 1988.



**Devonna D. Williams**

*Physical Educator (1999)*. B.S., Emmanuel College, 1992; M.A., Springfield College, 1996.

**Judith M. Yorio**

*Physical Educator (1980)*. B.S., Springfield College, 1973; M.S., Southern Connecticut State College, 1980.; Ed.D., University of Georgia, 1989. *Dickinson Academic Professional Award, 1993-94*.

## ADMINISTRATORS

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The names of all administrators within an administrative area are listed alphabetically following the name of the individual responsible for that area. The year of first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 30, 1999.

### OFFICE OF THE PRESIDENT

---

**William G. Durden**

*President of the College, Lemuel T. Appold Foundation Chair, Professor of German and of Education (1999)*. B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Paul T. Riggs**

*Executive Assistant to the President and Assistant Dean of the College (1994)*. B.A., Dickinson College, 1985; M.A., University of Pittsburgh, 1988; Ph.D., 1997.

**R. Russell Shunk**

*Associate Vice President for College and Community Development (1976)*. B.A., Lafayette College, 1965; M.A., Lehigh University, 1966.

### DIVISION OF ACADEMIC AFFAIRS

---

**Neil B. Weissman**

*Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975)*. B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976. *Lindback Award for Distinguished Teaching, 1984-85*.

**Brenda K. Bretz**

*Registrar and Director of Continuing Education (1982)*. B.A., Dickinson College, 1995.

**JoAnne Brown**

*Associate Dean of the College, Associate Professor of History (1999)*. B.A., Yale University, 1976; M.A. in History, University of Wisconsin at Madison, 1980; M.A. in Educational Policy, 1981; Ph.D., 1985.

**James W. Gerencser**

*Acting College Archivist (1998)*. B.A., Dickinson College, 1993; M.L.S., University of Pittsburgh, 1995; M.A., Shippensburg University, 1997.

**Michele K. Hassinger**

*Associate Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues (1994)*. B.A., Dickinson College, 1980; M.B.A., Shippensburg University, 1988.

**Lauren S. Imgrund**

*Director of the Alliance for Aquatic Resource Monitoring (ALLARM) (1996)*. B.S., Juniata College, 1989.

**Charles McGuire**

*Director of Sports Information (1999)*. B.S., University of New York at Cortland, 1993.



**Susan F. Nichols**

*Associate Dean of the College, Associate Professor of Fine Arts (1977).* B.A., University of Iowa, 1960; M.A., 1967.

**Karen Peter**

*International Education Program Manager (1999).* B.A., Fort Hays State College, 1963; M.A., University of Kansas, 1968; M.Ed., Westfield State College, 1991; M. in International and Intercultural Management, School for International Training, 1997.

**Paul T. Riggs**

*Assistant Dean of the College and Executive Assistant to the President (1994).* B.A., Dickinson College, 1985; M.A., University of Pittsburgh, 1988; Ph.D., 1997.

**Elizabeth B. Weaver**

*Study Abroad Adviser and Coordinator of International Education Services (1998).* B.A., Gettysburg College, 1984; M.S., Shippensburg University, 1998.

## DIVISION OF EDUCATIONAL SERVICES AND STUDENT AFFAIRS

**Betsy K. Emerick**

*Dean of Educational Services, Associate Professor of English (1993).* B.A., Hope College, 1963; M.S., University of Pennsylvania, 1969; Ph.D., University of California at Los Angeles, 1990.

**Judith May-Bennett**

*Health Educator (1988).* B.S., Lock Haven University, 1965.

**Joyce A. Bylander**

*Associate Dean of Educational Services (1998).* B.A., Cleveland State University, 1974; M.P.A., University of South Carolina, 1998.

**Linda M. Chalk**

*Assistant Director of Counseling, Assistant Professor of Psychology (1996).* B.A., Kalamazoo College, 1991; M.A., University of Notre Dame, 1994; Ph.D., 1996.

**John-Paul Checkett**

*Assistant Director of Counseling, Assistant Professor of Psychology (1996).* B.A., University of Notre Dame, 1989; M.A., 1993; Ph.D., 1994.

**Nancy T. Cicak**

*Nurse Practitioner (1985).* R.N., Harrisburg Area Community College, 1978; Nurse Practitioner Certificate, University of Pennsylvania, 1981.

**Erin L. Confer-Staggers**

*Assistant Director of Student Activities (1997).* B.S., University of Pittsburgh, 1994; M.S., Indiana University, 1996.

**Joshua Eisenberg**

*Community Director in Residential Life (1999).* B.A., Franklin and Marshall College, 1996; M.A., Ohio State University, 1999.

**Charlette M. Harrison**

*Director of Multicultural Affairs (1996).* B.A., Millersville University, 1989; M.S., 1992.

**Keith E. Jervis**

*Coordinator, Services for Students with Disabilities (1997).* B.A., Hartwick College, 1973; M.Ed., Pennsylvania State University, 1984.



**Michael J. Johnson**

*Community Director/Greek and Student Activities Adviser (1999)*. B.S., University of Nebraska at Lincoln, 1996; M.Ed., University of Toledo, 1998.

**Harry R. Knabe**

*Director of Residence Life (1998)*. B.A., Rutgers University, 1993; M.Ed., University of Georgia, 1995.

**Mary A. Powell**

*Director of Health Services (1982)*. R.N., Norwalk Hospital School of Nursing, 1970; B.S., Nurse Practitioner Certificate, George Washington University, 1978; M.P.A., Pennsylvania State University, 1995.

**Krista E. Shedlosky**

*Registered Nurse (1994)*. A.A., Harrisburg Area Community College, 1972.

**Mary J. Spellman**

*Director of the Holland Union Building and Student Activities (1995)*. B.A., Occidental College, 1991; M.S., Indiana University, 1995.

**Davis C. Tracy**

*Director of Counseling and Disability Services, Assistant Professor of Psychology (1982)*. B.A., Lehigh University, 1970; M.A., University of Connecticut, 1974; Ph.D., University of Tennessee, 1981.

**Margaret C. Upton**

*Nurse Practitioner (1994)*. B.S., York College of Pennsylvania, 1983; M.S., University of Missouri at Columbia, 1987.

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**DIVISION OF ENROLLMENT MANAGEMENT AND COLLEGE RELATIONS**

---

**Robert J. Massa**

*Vice President for Enrollment Management and College Relations; Professor of Education (1999)*. B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Christopher S. Allen**

*Director of Admissions (1999)*. B.A., Johns Hopkins University, 1990; M.S., 1997.

**Amy M. Bancroft**

*Admissions Counselor (1998)*. B.A., Dickinson College, 1998.

**Angela S. Barone**

*Senior Associate Director of Admissions (1990)*. Dickinson College, 1990.

**A. Pierce Bounds**

*College Photographer (1999)*. B.A., Dickinson College, 1971.

**James R. Bowman**

*Assistant Director of Career Development and Advising (1997)*. B.A., Dickinson College, 1992; M.A., University of Maryland, 1996.

**Katharine S. Brooks**

*Director of Career Development and Advising, Associate Professor of International Studies (1984)*. B.A., Gettysburg College, 1976; M.S., West Virginia University, 1979; Ed.D., 1989.

**Maureen A. Burke**

*Assistant Director of Career Development and Advising (1997)*. B.S., King's College, 1989; M.S., Shippensburg University, 1998.



**Tamara M. Brush-Campbell**

*Associate Director of College Relations (1996).* B.A., Wake Forest University, 1994.

**Judith B. Carter**

*Director of Financial Aid (1998).* B.A., Susquehanna University, 1966.

**Ruth K. Cramer**

*Associate Director of Financial Aid (1999).* B.A., Chatham College.

**Catherine M. Davenport**

*Executive Associate Director of Admissions (1987; 1992).* B.A., Dickinson College, 1987; M.S., University of Pennsylvania, 1991.

**Brian P. DeMarco**

*Assistant Director of Admissions (1997).* B.A., Dickinson College, 1997.

**Karen N. Faryniak**

*Director of College Relations (1986).* B.A., Dickinson College, 1986.

**Richard A. Heckman**

*Associate Director of Financial Aid (1986).* B.A., Thiel College, 1975; M.A., West Virginia College of Graduate Studies, 1979.

**Christopher A. Johnson**

*Associate Director of Admissions (1994; 1998).* B.S., West Carolina University

**Sherri L. Kimmel**

*Senior Editor (1999).* B.S., Bowling Green State University, 1980; M.A., 1981.

**Kristen R. Leach**

*Associate Director of Admissions (1995).* B.A., Dickinson College, 1994.

**Laura A. Legg**

*Associate Director of Admissions (1995).* B.A., Dickinson College, 1995.

**Aimee J. Lewis**

*Media Relations Coordinator (1998).* B.A., Lock Haven University, 1997.

**Patricia B. Murphy**

*Director of Institutional Research (1998).* B.A., Wellesley College, 1985; M.A., Boston College, 1992.

**Kimberley Nichols**

*Co-Director of Publications (1998).* B.A., Mary Washington College, 1975.

**Leslie J. Poolman**

*Director of Athletics, Physical Educator (1988).* B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

**Dorothy G. Reed**

*Co-Director of Publications (1998).* B.A., Bucknell University, 1980.

**Kathleen Regentin**

*Assistant Director, Career Development and Advising (1999).* B.S., Radford University, 1995.

**Janet Rich**

*Assistant Director, Career Development and Advising (1998).* B.S., Indiana University, 1995.

**Alissa A. Walls**

*Assistant Director of Admissions and Financial Aid (1998).* B.A., Washington and Lee University, 1997.



## DIVISION OF EXTERNAL AFFAIRS

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**Robert E. Freelen**

*Vice President for External Affairs (1993).* B.A., Stanford University, 1957; M.B.A., 1959.

**James E. Connell**

*Director of Planned Giving (1994).* B.A., LaSalle College, 1967; M. Ed., University of Maryland, 1968.

**Patricia A. Faulkner**

*Assistant Director of Development Research and Administrative Services (1998).*

**M. Eileen Graham**

*Major Gifts Officer (1998).* B.S., Slippery Rock University, 1964; M.A., Shippensburg University, 1995.

**Lucille M. Hillman**

*Director of Major Gifts (1998).* B.A., Chatham College, 1964.

**Christine L. Kmiecjak**

*Major Gifts Officer (1998).* B.A., Hollins University, 1992.

**Janice C. Middleton**

*Director of Development Research and Administrative Services (1992).*

**Glen L. Peterman**

*Assistant Director for Corporate and Foundation Relations (1998).* B.A., Hope College, 1978; M.A., Drew University, 1983; M.A., University of Arizona, 1992.

**Angela C. Sontheimer**

*Director of Annual and Parent Giving (1990).* B.A., Gettysburg College, 1990.

**Christina P. VanBuskirk**

*Director of Operations for Corporate and Foundation Relations (1991).* B.A., Bucknell University, 1970; M.A., 1978.

**Elizabeth A. Woods**

*Associate Director of Annual Giving (1995).* B.A., Dickinson College, 1995.

**Carolyn E. Griffin Yeager**

*Associate Director of Annual Giving (1997).* B.A., Sweet Briar College, 1992.

## DIVISION OF FINANCIAL AFFAIRS

---

**\*Michael L. Britton**

*Vice President and Treasurer (1985).* B.A., University of Massachusetts, 1971; M.Ed., American University, 1974; Ph.D., American University, 1977; M.B.A., University of Minnesota, 1979.

## DIVISION OF FINANCIAL OPERATIONS

---

**Annette Smith Parker**

*Vice President for Financial Affairs and Treasurer of the College (1988).* B.A., Dickinson College, 1973; M.B.A., Shippensburg University, 1987.

**Stephen D. Barley**

*Director of Human Resource Services (1995).* B.A., Gettysburg College, 1991.

\*Died October 10, 1998. The Division of Financial Affairs was subsequently reorganized into two parts: the Division of Financial Operations and the Division of Campus Operations.



**Arlene J. Bones**

*Assistant Director of Human Resource Services (1998).* B.S., York College of Pennsylvania, 1974.

**Joanne L. Gingrich**

*Assistant Treasurer (1992).* B.A., Wittenberg University, 1975.

**Miriam J. McMechen**

*Staff Accountant (1998).* B.S., Messiah College, 1994.

**Thomas B. Meyer**

*Assistant Treasurer (1986).* B.S., Susquehanna University, 1968.

**David S. Walker**

*Associate Vice President/Comptroller (1999).* B.A., Franklin and Marshall College, 1988.

## DIVISION OF CAMPUS OPERATIONS

---

**Nickolas G. Stamos**

*Vice President for Campus Operations (1977; 1987).* A.A., Harrisburg Area Community College, 1971; B.S., York College of Pennsylvania, 1974.

**Carol A. Adams**

*Assistant Director of the Dickinson College Children's Center (1989).* B.S., Bloomsburg State College, 1977.

**June A. Blades**

*Director of the Dickinson College Children's Center (1999).* B.S., Shippensburg University, 1990; M.Ed., 1995.

**Paul R. Darlington**

*Director of Public Safety (1999).* A.A.S., Youngstown State University, 1980; B.S., 1984; M.Ed., Westminster College, 1994.

**Michael S. Helm**

*Director of Purchasing and Auxiliary Services (1984).* B.S., Shippensburg University, 1975.

**Frank C. Laquitara**

*Assistant Director of the Physical Plant (1994).* A.A., Monroe Community College, 1974.

**Keith L. Martin**

*Director of Dining Services (1987).*

**David A. Nelson**

*Manager of the College Store (1990).* A.A., Keystone College, 1979; B.A., Allentown College, 1983.

**Kenneth E. Shultes**

*Director of the Physical Plant (1995).* B.A., Dickinson College, 1989.

**Dorothy M. Warner**

*Coordinator of Conferences and Special Events (1976).*

## COMPUTER SERVICES CENTER

---

**John D. Balling**

*Director of Computer Services (1989).* B.A., Northwestern University, 1967; M.A., University of Massachusetts, 1971; Ph.D., 1973.

**Ricky L. Armolt**

*Programmer Analyst (1990).*



**Daniel J. Buchan**

*User Support Specialist (1990)*. B.A., Dickinson College, 1987.

**Jacques D. Carter**

*User Support Specialist (1994)*. B.S., Drexel University, 1976.

**Andrew M. Connell**

*User Support Specialist (1995)*. B.S., Juniata College, 1993.

**John R. Luthy**

*Manager of Administrative Technology Services (1981)*. B.A., Dickinson College, 1974.

**Donald B. Newcomer**

*Manager of System and Network Services (1982)*. B.S., Lebanon Valley College, 1979.

**George R. Padgett**

*Programmer Analyst (1996)*. A.A., Montgomery College, 1996.

**Patricia A. Pehlman**

*Manager of Technical Support Services (1997)*. B.S., State University of New York at Geneseo, 1980; M.S., Mississippi State University, 1985.

**Robin L. Peoples**

*User Support Specialist (1988)*.

**Mary P. Ravida**

*User Support Specialist (1989)*. B.S., University of Pittsburgh, 1986.

**William A. Sadvary**

*Systems Manager (1990)*. B.S., California University of Pennsylvania, 1986.

**John S. Steely**

*Network Manager (1999)*.

**Timothy A. Wetzel**

*User Operations Specialist (1995)*.

**A. Michael Wolter**

*Programmer Analyst (1986)*. B.A., Vassar College, 1986.

## ADMINISTRATORS (RETIRED)

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The names of all retired administrators are listed alphabetically following the names of the individuals who have served as President of the College. The years of first appointment to the College and of retirement appear in parentheses at the end of each individual's title. Information is correct as of June 30, 1999.

**A. Lee Fritschler**

*President Emeritus of the College (1987-1999); Professor Emeritus of Political Science (1987-1999)*. B.A., Union College, 1957; M.P.A., Syracuse University, 1960; Ph.D., 1965; LL.D., Dickinson School of Law, 1993; D.P.Sc., Dickinson College, 1999.

**George Allan**

*Dean of the College, Retired (1974-1995); Professor Emeritus of Philosophy (1963-1996)*. B.A., Grinnell College, 1957; B.D., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching*, 1968-69.

**Peter J. Balczunas**

*Executive Assistant to the President and Secretary of the College, Retired (1984-1998)*. B.A., Ohio State University, 1969.



**Howard G. Baum**

*Director of Auxiliary Services, Retired (1964-1987). B.A., Dickinson College, 1950.*

**Robert W. Belyea**

*Associate Treasurer and Comptroller, Retired (1968-1992). B.A., Colby College, 1951.*

**Esther M. Bushey**

*Director of Health Services, Retired (1960-1984). R.N., Germantown Hospital School of Nursing, 1941.*

**Mary Watson Carson**

*Associate Dean of Educational Services, Retired (1968-1998). B.A., Wichita State University, 1959; M.A., 1960.*

**Leonard G. Doran**

*Executive Director of Communications and Development, Retired (1973-1984). B.A., Harvard University, 1942; M.A., George Washington University, 1949.*

**George L. Eurich**

*Director of Physical Plant, Retired (1970-1988).*

**Margaret D. Garrett**

*Associate Dean of the College, Retired (1976-1994), Assistant Professor of English (1988-1994). B.A., Illinois State University, 1957; M.A., Northwestern University, 1971; Ph.D., George Washington University, 1978.*

**Mary Elizabeth Kirtley**

*Director of Graduate Decisions, Retired (1984-1997); Research Professor of Biological Chemistry (1984-1997). B.A., University of Chicago, 1956; M.A., Smith College, 1958; Ph.D., Western Reserve University, 1964.*

**J. Larry Mench**

*Dean of Admissions and Enrollment, Retired (1974-1995). B.A., Oberlin College, 1962; M.A., 1963.*

**Carmen G. Neuberger**

*Dean of Educational Services and Student Affairs, Retired (1987-1993). B.S., University of Maryland, 1955; M.Ed. American University, 1973; Ed.D., 1977; J.D., 1983.*

**Donald V. Raley**

*Director of Financial Aid, Retired (1977-1998). B.A., Blackburn College, 1960; M.A., University of Colorado, 1967.*

**Jane M. Seller**

*Director of the Dickinson College Children's Center, Retired (1989-1999). B.A., Dickinson College, 1955.*

**M. Charles Seller**

*Executive Assistant to the President and Secretary of the College, Retired (1975-1995). B.A., Dickinson College, 1955; M.A., Pennsylvania State University, 1963.*

**Nancy Lee Winkelman**

*Director of Publications, Retired (1975-1990). B.A., Western Maryland College, 1951; M.Ed., 1969.*



## BOARD OF ADVISORS

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The Board of Advisors is an advisory and consultative body to the president and administration of the College. Its members serve by presidential appointment and are selected on the basis of achievement, expertise, and commitment to the College.

The Board advises and is consulted on current and long-range planning issues, and its members often assist in special projects. Advisors also serve as informal spokespersons for the College to external constituents. To provide liaison between the advisors and trustees, the chair of the Board of Advisors serves as an ex officio member of the Board of Trustees.

The Board of Advisors meet twice yearly on campus with the president and senior members of the administration. Frequent interaction with faculty, students, and other guests is a hallmark of campus visits.

Meetings of the Board of Advisors serve a number of important functions. They are an occasion for keeping the advisors informed, through formal presentations, visits to facilities, and immediate and personal interchanges, on affairs of the College and developments affecting higher education in general. The meetings also provide a forum wherein the advisors bring their special skills to bear on topics of institutional importance. The formal sessions and related social events help advisors develop effective working and social relationships among themselves and with members of the College community.

## OFFICERS

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William P. Lincke '73, *Chair*

## MEMBERS

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Norman R. Bitterman  
President, Caliber Commercial Corp., Norristown, PA

S. Lawrence Brotmann '60  
Attorney, Brotmann and Freedman, White Plains, NY

Donald R. Buxton, Jr. '63  
Staff Radiologist, Harrisburg Hospital, Harrisburg, PA

Juli Davidson Chusid '70  
Chief Executive Officer, The Juli Davidson Factor, Inc.  
New York, NY

Robert H. Clarke '80  
Naples, FL

John E. Colburn '74  
Chief Executive Officer, Colburn Insurance Service, Philadelphia, PA

Terry Littleton Colburn '74  
Educator, The Westtown School, Westtown, PA

Benjamin Compaine '67  
Bell Atlantic Professor of Telecommunications, School of Communications and Theater, Temple University, Philadelphia, PA

Robert P. Corbin '70  
Attorney & Partner, German, Gallagher & Murtagh, P.C., Philadelphia, PA

Don A. Cosby '48  
Retired President, DJ Communications and Enterprises, Inc., Granada Hills, CA



- Richard E. Craft '81  
President, Wealth Advisory Group, Inc., Bala Cynwyd, PA
- Ann Conser Curley '63  
Potomac, MD
- Thomas S. Davis '62  
Aesthetic/Reconstructive Surgeon, Hershey, PA
- Eric Denker '75  
Senior Lecturer, National Gallery of Art, Washington, DC
- Ronald E. Doernbach '65  
Registrar and Director of Institutional Research, Southwestern University, Georgetown, TX
- Charles W. Ehrlich '67  
Attorney, St. Petersburg, FL
- Eric P. Evans '68  
Chief Executive Officer, Evans, Hagen & Company, Bethlehem, PA
- John J. Farrell '76  
Senior Vice President of Finance, Shoptaw James, Inc., Atlanta, GA
- Robert M. Frey '50  
Attorney, Carlisle, PA
- Charles Fromer '62  
Vice President and Branch Manager, Dean Witter Reynolds, Inc., Harrisburg, PA
- George M. Gill '54  
Vice President, Clinical Research & Development, Ligand Pharmaceuticals, San Diego, CA
- E. Howard Goodwin '67  
Managing Director, Wheat First Union, Philadelphia, PA
- Roberta Zmuda Greenspan '77  
Senior Vice President, First Union Bank, McLean, VA
- John R. Heath '71  
District Manager, Karastan/Division of Mohawk Industries, Glen Ellyn, IL
- Kevin Holleran '73  
Attorney, Gawthrop, Greenwood and Halsted, West Chester, PA
- Hesung Chun Koh '51  
President & Director, East Rock Institute, New Haven, CT
- Jennifer Ward Lambdin '77  
President and Chief Investment Officer, Allied Investment Advisors, Baltimore, MD
- William P. Lincke '73  
Partner, Beatty, Cramp, Kauffman & Lincke, Media, PA
- Henry Line III '64  
Retired Vice President, Global Product Standards, AMP, Inc., Harrisburg, PA
- Peter C. Marks '73  
Executive Director, American Institute of Banking, Bethesda, MD
- John A. Matta '56  
Stated Clerk, Pittsburgh Presbytery, Pittsburgh, PA



Lisa K. Matthews '83

Agency Manager, Phoenix Home Life Mutual Insurance Company, Boston, MA

William L. Mezey '67

Vice President of Investments, Dean Witter Reynolds, Inc., Philadelphia, PA

David R. Murray '84

Regional Vice President, Capital Group/American Funds, Sudbury, MA

Edward W. Poitras

Real Estate Developer, Appreciation Properties, Inc., Orlando, FL

Kay Gleim Poitras '53

Parish Coordinator, St. Alban's Episcopal Church, Auburndale, FL

Meyer P. Potamkin '32

President, Boulevard Mortgage Co., Philadelphia, PA

Anne Neide Pringle '57

Retired Science Librarian, Bryn Mawr College, Bryn Mawr, PA

Harris M. Reiter '70

Broker/Owner, Rocky Mountain Real Estate Group, Evergreen, CO

Christopher L. Roberts '75

Director of Research, AIU Trade and Political Risk Division, New York, NY

Andrew Y. Rogers '65

Vice President, Sales and Marketing, Fashionaire Home Products, Edison, NJ

Judith Elder Roges '66

Human Resource Manager, Johnson & Johnson, NCS Distributed Systems Management, Bridgewater, NJ

Andrew H. Salzman '96

Computer Lab Manager, Kogod/Economics Computer Lab, Kogod College of Business Administration, American University, Washington, DC

Julie R. Schoenberg '90

Advertising Sales Representative, Entertainment Weekly, c/o Time Warner, Inc., New York, NY

Marjorie A. Speers '78

Division Director, Centers for Disease Control, Division of Chronic Disease Control, Atlanta, GA

Charles L. Strum '70

Editor, *Sunday New Jersey*, New York, NY

Charles I. Wagner '63

Vice President, Medical Affairs, Holy Redeemer Hospital, Meadowbrook, PA

Gina Ingoglia Weiner '60

Author of Children's Books, Brooklyn, NY

Ray L. Wolfe

Chairman and Chief Executive Officer, Financial Trust Corp., Carlisle, PA



# ALUMNI COUNCIL

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The Alumni Council is the governing body of the General Alumni Association of Dickinson College. The council is composed of 30 members, elected or appointed for three year terms, and membership is open to all alumni. The alumni council acts as a decision making body on issues and programs directly affecting the alumni program, and as an advisory board on matters of College policy or procedure. The council meets on campus at least twice a year, and additionally at the discretion of its president.

## ALUMNI TRUSTEES

---

R. Lee Holz '57, Baden, PA

*(Term expires 2000)*

Francis C. Oglesby '54, Princeton, NJ

*(Term expires 2002)*

Gregory E. Zimmerman '83, Las Vegas, NV

*Ex-officio—immediate past President of Council*

Richard A. Levie '66, Washington, DC

*Ex-officio—President of Council*

## OFFICERS

---

President—Richard A. Levie '66

Vice President—Sharon E. Sievers '70

Secretary/Treasurer—Anne W. Seldon '65

## TERM EXPIRES 2000

---

Bruce A. Butler '90, Alexandria, VA

Michelle Connatser '98, Woodbridge, VA

Bonnie Noel Devlin '80, Drexel Hill, PA

Tracy Dugdale '82, Reston, VA

Eileen Fair Durgin '52, Chinaminson, PA

James H. Green '89, Baltimore, MD

Francis Foley Guest '48, New York, NY

Kevin Johnson '83, Columbia, MD

Richard A. Levie '66, Washington, DC

Linda DiVincenzo MacDonald '67, Mickleton, NJ

John N. Russell '81, Alexandria, VA

Anne W. Seldon '65, Douglassville, PA

## TERM EXPIRES 2001

---

Edmund Abramovitz '72, East Windsor, NJ

C. Lu Conser '72, Carlisle, PA

Christopher Downing '91, Charlotte, NC

Brian E. Kamoie '93, Alexandria, VA

Frank James '79, Vienna, VA

John Meckley '92, Milton, PA

Sharon E. Sievers '90, Arlington, VA

Sonya Lin Thesing '91, Westerville, OH

Mark Zezza '99, Bronx, NY



TERM EXPIRES 2002

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Allen E. Bell '68, Tenafly, NJ  
David J. Carlson '89, Hoboken, NJ  
Randi Fishbein Grimes '89, Philadelphia, PA  
Julie Johnson '82, Lansdowne, PA  
Timothy Potts '71, Carlisle, PA  
Louis N. Teti '72, Downingtown, PA  
R. David Wechsler '93, Westborough, MA  
Robert T. Yoder '87, Alpharetta, GA



## AWARDS TO MEMBERS OF THE FACULTY

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### THE DICKINSON AWARD FOR DISTINGUISHED TEACHING

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The Dickinson Award for Distinguished Teaching was instituted in 1993-94 to replace the Christian R. and Mary F. Lindback Foundation Award which had been given every year since 1960. The award winner receives a cash honorarium as well as a citation prepared and read by the dean of the College at a dinner for trustees, faculty, academic professionals, and administrators just prior to each Commencement Weekend. It is the highest honor the College bestows on a member of the faculty for excellence in teaching. The recipient is selected by the president from a list of nominees provided by former recipients. Previous winners of this award (and the Lindback) are so identified in the faculty section of the directory in this bulletin.

### THE GANOE AWARD FOR INSPIRATIONAL TEACHING

---

The Constance and Rose Ganoë Memorial Fund established in 1969 through a bequest of the late William A. Ganoë of the Class of 1902 provides that an award be given annually to a professor at the College selected by the members of the senior class immediately prior to their graduation through a secret balloting process.

The award winner receives a cash honorarium plus the opportunity to use funds accumulating as a result of the endowment to purchase books for the library or educational equipment for departmental or college-wide purposes.

Previous winners of the Ganoë Award for Inspirational Teaching are so identified in the faculty section of the directory in this bulletin.

### THE DICKINSON ACADEMIC PROFESSIONAL AWARD

---

The Distinguished Academic Professional Award was established in 1991. The award winner receives a cash honorarium as well as a citation prepared and read by the dean of the College at a dinner for trustees, faculty, academic professionals, and administrators just prior to Commencement Weekend. This award is given biennially as the highest honor bestowed on an Academic Professional by his or her peers. Previous winners of this award are so identified in the Academic Professional section of the directory in this bulletin.

### ENDOWED AND NAMED CHAIRS

---

The College has a number of endowed and named chairs. The holders of these chairs are elected by the Board of Trustees, and the chairs which they hold are indicated in the faculty list. The endowed chairs are as follows:

**The Lemuel T. Appold Foundation**, endowing the chair of the president of the College, was established by the Board of Trustees from a part of a bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the College.

**The Robert Coleman Chair of History** The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the Board of Trustees in 1827 for the endowment of a professorship, making this one of the oldest American professorships.

**The Thomas Beaver Chair of English Literature** was endowed by Thomas Beaver, Esq., of Danville, Pennsylvania, in 1889.

**The Asbury J. Clarke Chair of Latin** was established in 1918 by the gift of the widow of Asbury J. Clarke,



of the Class of 1863.

**The Susan Powers Hoffman Chair of Mathematics** was endowed in 1923 and named in memory of Susan Powers Hoffman, of Carlisle.

**The Richard V. C. Watkins Chair of Psychology** was endowed in 1928 by the bequest of Richard V. C. Watkins, of the Class of 1912.

**The Martha Porter Sellers Chair of Rhetoric and the English Language** is an endowed professorship established in 1936 by a gift of her son, Prof. Montgomery Porter Sellers, of the Class of 1893.

**The Boyd Lee Spahr Chair of American History** was endowed in 1948 by the gift of Boyd Lee Spahr, of the Class of 1900.

**The George Henry Ketterer and Bertha Curry Ketterer Chair of Religion** was endowed in 1949 by the gifts of George Henry Ketterer, of the Class of 1908, and his wife, Bertha Curry Ketterer.

**The Robert Blaine Weaver Chair of Political Science** was endowed by the bequest of Laura Davidson Weaver, and named for her brother, Robert Blaine Weaver, of the Class of 1874.

**The C. Scott Althouse Chair of Chemistry** was established in 1950 and named for C. Scott Althouse, a trustee of the College.

**The Alfred Victor duPont Chair of Chemistry**, named for Alfred Victor duPont, a student at the College, 1814-16, was established in 1950 by the gift of his grandson, the late Irene duPont, of Wilmington, Delaware.

**The Thomas Bowman Chair of Religion** was endowed in 1949 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class of 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

**The Joseph Priestley Chair of Natural Philosophy** was established in 1959 by the gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

**The William W. Edel Chair in the Humanities** was endowed in 1959 by the gift of Merle W. Allen, a College trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as president of the College from 1946-1959."

**The James Hope Caldwell Memorial Chair** was endowed in 1966 by the bequest of Mr. and Mrs. James Hope Caldwell.

**The Henry Logan Chair of Economics** was established in 1967 by the gift of Henry Logan of the Class of 1910.

**The Russell I. Thompson Chair of the Dean of the College** was established in 1967 by the gift of Ethel Wright Thompson.

**The George W. Pedlow, Class of 1901, Chair of Education** was established in 1972 in memory of their father by C. Wesley Pedlow, Jr., of the Class of 1934; Elizabeth Pedlow Maginnis, of the Class of 1929; and John Watson Pedlow, of the Class of 1929.

**The Glenn E. and Mary L. Todd Chair** was established in 1973 by the bequests of Glenn E. Todd, Class of 1912, and Mary Line Todd, Class of 1923.

**The Charles A. Dana Professorship Program** was established in 1968 by a matching grant of \$250,000 from the Charles A. Dana Foundation. The income from this fund is to be used annually to subsidize the salaries of Dana Professors in varying amounts but in excess of the average salary for full professors at the time of the appointment.

**The George Metzger Endowment Fund** is held in trust by the trustees of the fund, and the income there-



from paid annually to Dickinson College at the discretion of the trustees to endow the chair of the dean of women at Dickinson College.

The George Metzger Endowment Fund was established in 1963 by the Metzger College trustees in memory of George Metzger of the Class of 1798 of Dickinson College who made a testamentary provision for the establishment of a college for the education of young women after his death. By the action of the board of trustees of Metzger College in 1913, use of Metzger College, Metzger Hall, was granted to Dickinson College as a residence hall for women students. Fifty years later, Dickinson relinquished its use of Metzger Hall, the property was sold, and the proceeds used to establish the George Metzger Endowment Fund.

**The Emil R. And Tamar Ellis Weiss Chair of Fine Arts** was endowed in 1991 by a gift from Emil '53 and Tamar Ellis Weiss to support the work of distinguished faculty in the arts.

**The A. Lee Fritschler Chair of Public Policy** was established in recognition of President Fritschler's 12 years of distinguished service as chief administrator and teacher at the College. The endowment was made possible through the generosity of members of the Board of Trustees and friends of the College.



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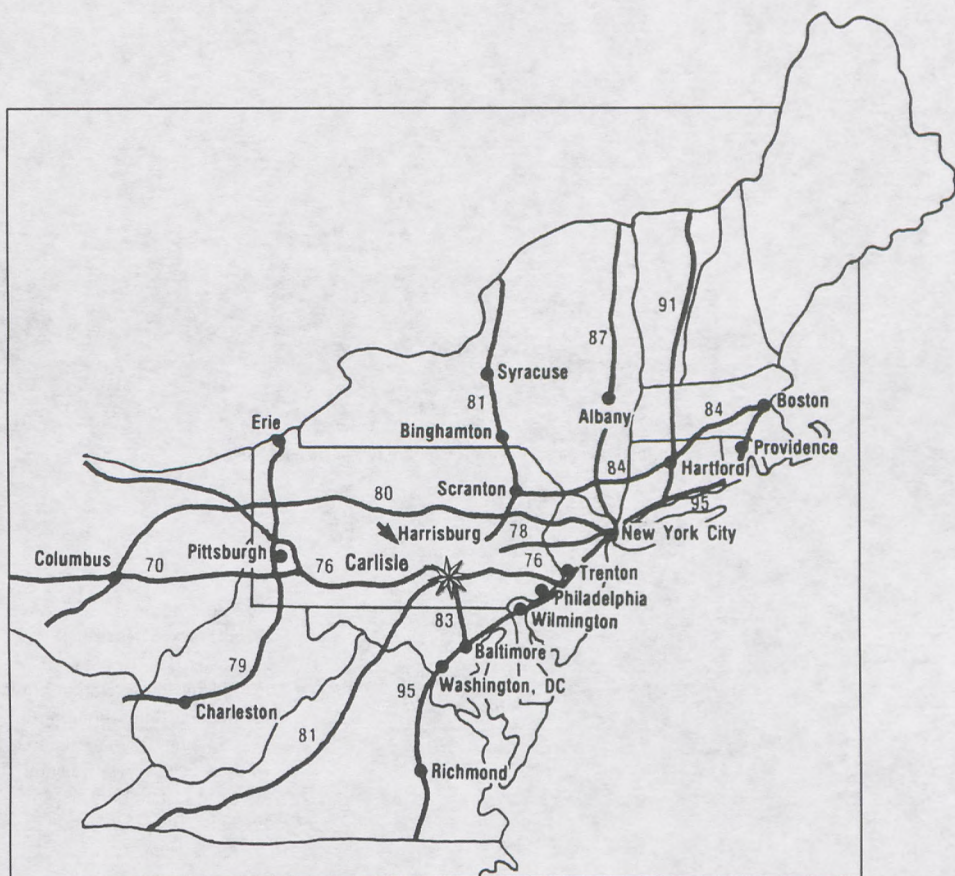


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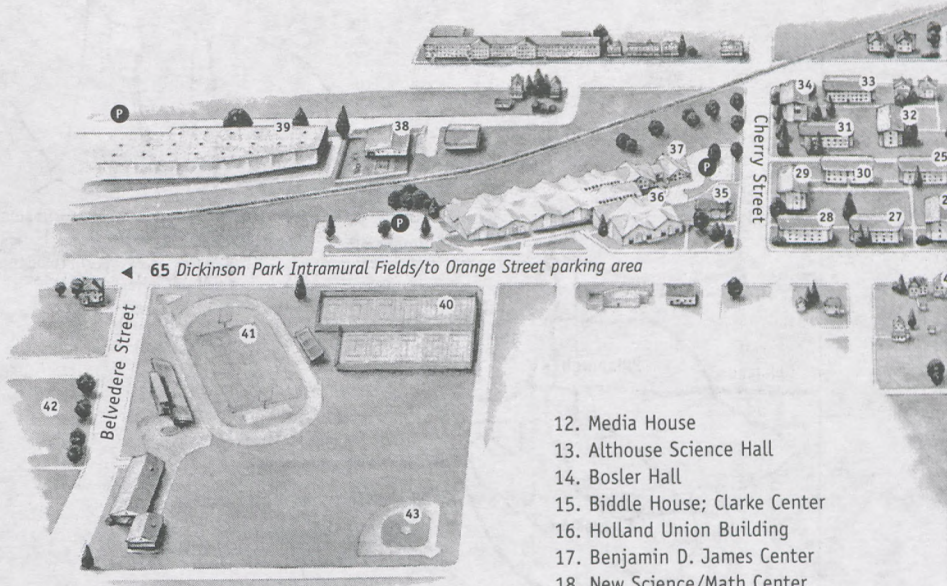


## HOW TO GET TO DICKINSON



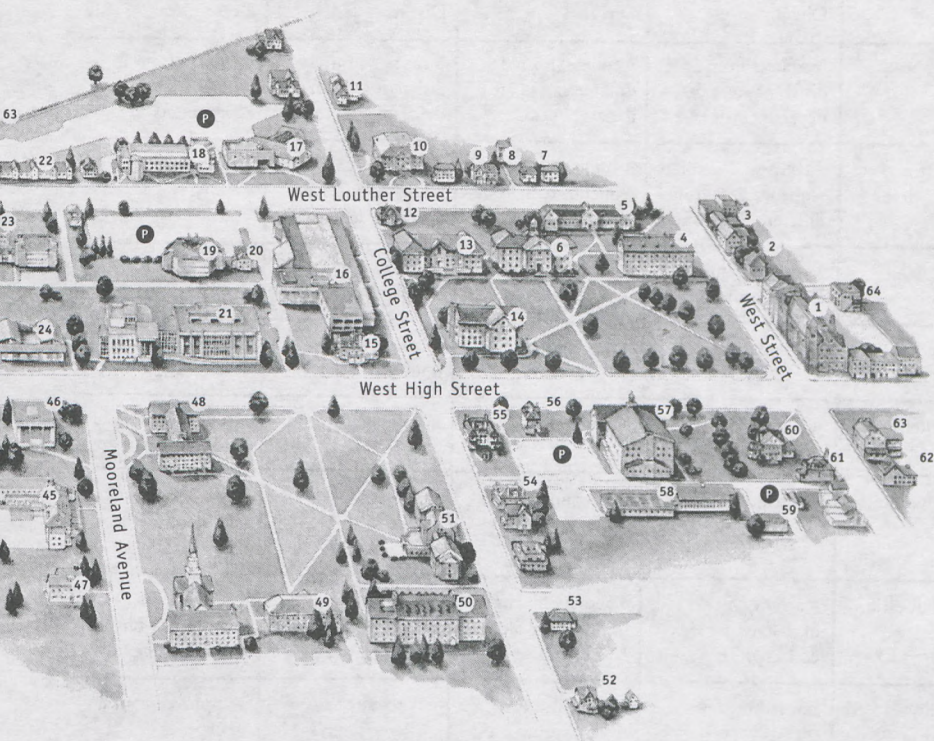


# Dickinson College



- |                                   |   |
|-----------------------------------|---|
| 1. Denny Hall                     | 12. Media House                                   |
| 2. Stuart House                   | 13. Althouse Science Hall                         |
| 3. Rand House, Auxiliary Services | 14. Bosler Hall                                   |
| 4. East College                   | 15. Biddle House; Clarke Center                   |
| 5. Jacob Tome Scientific Building | 16. Holland Union Building                        |
| 6. West College ("Old West")      | 17. Benjamin D. James Center                      |
| 7. Cook International House       | 18. New Science/Math Center,<br>open in fall 1999 |
| 8. Hartman Alumni Center          | 19. Anita Tuvin Schlechter<br>Auditorium          |
| 9. Financial Aid Office           | 20. Montgomery Hall                               |
| 10. Dana Hall of Biology          | 21. Waidner-Spahr Library                         |
| 11. Women's Center                | 22. Townhouse Residences                          |
|                                   | 23-34. The Quad residence halls                   |
|                                   | 35. The Depot                                     |
|                                   | 36. Kline Life/Sports Learning<br>Center          |
|                                   | 37. Health and Counseling Services                |
|                                   | 38. Dickinson College Children's<br>Center        |
|                                   | 39. Physical Plant Department                     |
|                                   | 40. Hays Tennis Courts                            |





- |   |                                       |           |
|---|---------------------------------------|-----------|
| 41. Herman Bosler Biddle Athletic Field | 57. Emil R. Weiss Center for the Arts | P Parking |
| 42. Athletic Field                      | 58. South College                     |           |
| 43. Athletic Field                      | 59. South College Annex               |           |
| 44. ROTC Building                       | 60. President's House                 |           |
| 45. 50 Mooreland                        | 61. Reed Hall                         |           |
| 46-52. Benjamin Rush campus             | 62. Kade House                        |           |
| 53. Landis House                        | 63. Human Resource Services           |           |
| 54. Todd House                          | 64. Public Safety                     |           |
| 55. Waidner Admissions House            | 65. Dickinson Park Intramural Fields  |           |
| 56. Sellers House                       |                                       |           |



## GRADUATION REQUIREMENTS

Students Entering as Degree Candidates	Fall 1996 & Spring 1997 <i>Consult 96-97 College Catalogue</i>	Fall 1997 & Spring 1998 <i>Consult 97-98 College Catalogue</i>	Fall 1998 & Spring 1999 <i>Consult 98-99 College Catalogue</i>	Fall 1999 & Spring 2000 <i>Consult 99-2000 Bulletin</i>
Division I	Div. Ia, Div. Ib, Div. Ic	Div. Ia, Div. Ib, Div. Ic	Div. Ia, Div. Ib, Div. Ic.	2 courses from 2 categories
Division II	3 courses from 3 different areas or departments	3 courses from 3 different areas or departments	3 courses from 3 different areas or departments	2 courses from 2 different areas or departments
Division III	3 courses: 2 sem lab sequence & 1 from different department	3 courses: 2 sem lab sequence & 1 from different department	3 courses: 2 sem lab sequence & 1 from different department	2 lab courses
Comparative Civilization	1 course (cannot double count)	1 course (cannot double count)	1 course (can double count)	1 course (can double count)
U. S. Diversity	not required	not required	1 course (can double count)	1 course (can double count)
Writing Intensive	not required	not required	not required	1 course (can double count)
Quantitative	not required	not required	not required	1 course (can double count for Div. I or Div. II)
Physical Education	4 activity blocks or 3 activity blocks & 1 cognitive	4 activity blocks or 3 activity blocks & 1 cognitive	4 activity blocks or 3 activity blocks & 1 cognitive	4 activity blocks or 3 activity blocks & 1 cognitive
Community Experience	not required	not required	not required	1 approved course or experience
TOTAL CREDIT	34	34	34	32
Transfer Credit (while matriculated)	D- or better	D- or better	C or better	C or better
Latin Honors	3.75 <i>Summa Cum Laude</i> 3.50 <i>Magna Cum Laude</i> 3.25 <i>Cum Laude</i>	3.75 <i>Summa Cum Laude</i> 3.50 <i>Magna Cum Laude</i> 3.25 <i>Cum Laude</i>	3.80 <i>Summa Cum Laude</i> 3.60 <i>Magna Cum Laude</i> 3.40 <i>Cum Laude</i>	3.80 <i>Summa Cum Laude</i> 3.60 <i>Magna Cum Laude</i> 3.40 <i>Cum Laude</i>



# 1999-2000 ACADEMIC CALENDAR

---

## Fall 1999 Semester

New Student Orientation Begins  
Freshman Seminars Begin  
Registration Check-In  
Registration  
Classes Begin  
Last Day to Add/Drop or change to/from Pass/Fail  
Last Day to change in level for Language, Math, Science courses  
Off-Campus Study Pre-Registration for Spring 2000

Mid-Term Pause

Roll Call Grades Due

Pre-Registration for Spring 2000 Semester

Last Day to withdraw from a course with a "W" grade  
Thanksgiving Vacation

Classes End  
Reading Period Days  
Final Exam Days

All Grades Due

## Spring 2000 Semester

New Student Orientation  
Registration Check-In  
Registration Check-In  
Classes Begin  
Last Day to Add/Drop or change to Pass/Fail  
Last Day to change in level for Language, Math, Science courses  
Off-Campus Study Pre-Registration for Fall 2000

Roll Call Grades Due  
Spring Vacation

Pre-Registration for Fall 2000

Last Day to withdraw from a course with a "W" grade  
Classes End  
Reading Period Days  
Final Exam Days  
Senior Grades Due  
Baccalaureate  
Commencement  
All Other Grades Due

Friday, August 27  
Saturday, August 28  
Monday, August 30  
Tuesday, August 31  
Wednesday, September 1  
Tuesday, September 14  
Friday, October 1  
Monday, October 11 thru  
Wednesday, October 20  
6pm Wednesday, October 13  
thru 8am Monday, Oct 18  
Noon, Wednesday,  
October 20  
Friday, October 29, thru  
Friday, November 5  
Tuesday, November 9  
6pm Tuesday, November 23  
thru 8am Monday, Nov 29  
Friday, December 10  
December 11, 12, 16  
December 13, 14, 15, 17, 18,  
19  
Noon, Monday, January 3

Sunday, January 16  
Monday, January 17  
Tuesday, January 18  
Wednesday, January 19  
Tuesday, February 1  
Friday, February 18  
Monday, February 21 thru  
Monday, February 28  
Noon, Monday, March 6  
6pm Friday, March 10 thru  
8am Monday, March 20  
Friday, March 24 thru Friday,  
March 31  
Tuesday, April 4  
Friday, April 28  
April 29, 30, May 3, 6, 7  
May 1, 2, 4, 5, 8 & 9  
Noon, Wednesday, May 10  
Saturday, May 13  
Sunday, May 14  
Noon, Wednesday, May 17



Dickinson College  
P.O. Box 1773  
Carlisle, PA 17013-2896